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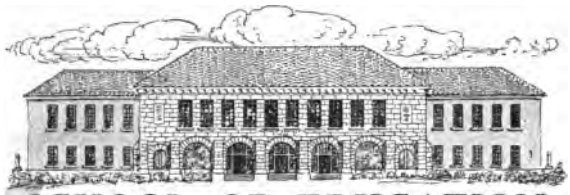

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AFRICA AND THE DISCOVERY OF THE SOURCE OF THE NILE.

In one of his annual addresses to the Royal Geographical Society, in London, Sir Broderick Murchison predicted that the interior of Africa would in all probability be found to be a watery plateau of less elevation than the flanking hill ranges. He detailed his reasons for believing the center of Africa to be a vast region of lakes of some, but not considerable elevation above the sea; and intimated that he saw no possibility of explaining how the great rivers would escape from the central table-lands and enter the ocean, except through the deep transverse gorges in the lateral chains. This hypothesis, which was suggested in 1852, became known to Dr. Livingstone while he was in the act of exploring those very "transverse gorges" by which the river Zambeze escapes to the east and discharges itself into the Indian Ocean. Up to the present time, a number of lakes have been discovered, extending from Lake Ngami to Lake Nyanza; perhaps, also, they may be found in the unexplored region from the latter lake to Lake Tchad, and west along the equator. The assertion by the missionaries Krapf, Rebmann, and Erhardt, of the existence, within a few degrees of the equator, in south-eastern Africa, of one vast inland sea, has been proved to be erroneous. It may be added that one of the principal

mountain systems of Africa is found to extend from north to south, in proximity to the Red Sea and the Indian Ocean, and that there is no mountain chain running across the continent from the Cameroons mountains to Abyssinia, as laid down in many maps. M. Du Chaillu saw a vast range of mountains, which, in his opinion, extend "nearly across the continent, without ever leaving the line of the equator more than two degrees." In this chain are several peaks covered with perpetual snow.

We now proceed to give an account of the alleged discovery of the sources of the Nile, a problem which, for thousands of years, had baffled the researches of the most enterprising travelers. The Nile is certainly the most remarkable river in the world, as well in its physical characteristics as in its associations with human history. In mere length and volume it is surpassed by some, though by few only. For thousands of years it has annually and punctually inundated its banks, giving not fertility alone but its very soil and existence to the land of Egypt. It is like a green ribbon in the midst of a desert on either side, and upon which it is gradually encroaching. The lower part of Egypt especially is rising by the accumulated deposits of rich slime brought down by the river. An instrument, called a *Nilometer*, was constructed by the ancient Egyptians, consisting of a rod or pillar, marked with the necessary divisions, for the purpose of ascertaining the proportionate increases of the flood of the Nile. It has been found necessary, from time to time, to add to the hight of this instrument, to keep its top above water, thus showing that the bed of the river is rising. During the period of the inundation, it is the custom in the large towns, to issue bulletins announcing, from day to day, the hight of the river. No other stream on the globe flows for the last twelve hundred miles through rainless regions, receiving not a single tributary for this vast distance. The water, therefore, which supplies its annual flood must come from tropical rains falling on mountains north of the equator, during the annual rainy season. We need not speak of the connection of the Nile with sacred and profane history.

In 1857–9, Captains Speke and Burton penetrated Africa as far as Lake Tanganyika, eighteen hundred feet above the level of the sea. Burton fell sick; Speke went on and reached the southern

shores of an enormous lake in Lat. 2° 45′ S., and Long. 33° 30′ E. Being informed that the lake had a northern outlet in a river unfrequented by white men, Speke came to the conclusion that that river must be the Nile, and that the lake Nyanza (the word means lake, pond, or river), or, as he called it, Victoria Nyanza, was its long-sought source. This lake is three thousand five hundred and fifty-three feet above the sea-level.

The expedition of Captains Speke and Grant, in 1861–3 was planned to investigate this hypothesis. They left Zanzibar in October, 1860, and, after a walk of thirteen hundred miles through the equatorial regions of Africa, emerged at Gondokoro, on the White Nile, on February 15th, 1863, having solved almost the only remaining geographical problem of importance. Captain Speke declares that the parent stream of the Nile issues from the northern side of Lake Nyanza, twenty miles north of the equator, flowing over rocks twelve feet high—to which descent Speke gave the name Ripon Falls. From this point he traced the river to Gondokoro. We have used the word "alleged" in connection with this discovery, because some still think that the true source of the "Holy River" will be found to be a network of runnels and rivulets of scanty dimensions, filled by monsoon torrents, and perhaps a little swollen by melted snow on the northern line of the eastern Lunar Mountains." This may be, and still will, in our opinion, detract very little from the merit due to Capt. Speke. It seems to us to be very little more than saying that instead of the source of the Nile being in Lake Nyanza, it may be in some small lake or in some rivulet which, during the rainy season, may flow into the large lake. According to present accounts, the principal part of the water in the upper part of the Nile comes from Lake Nyanza, which also appears to be the largest lake in that vicinity from which the Nile can flow. If there are other small lakes which are connected with Nyanza, their discovery will but little diminish the fame of Capt. Speke's exploit.

It is now agreed among travelers that the true way of exploring Africa is from the eastern shore. It was formerly believed that the interior of Africa is an arid desert and excessively hot. But Captains Speke and Grant, and also Du Chaillu, declare that this is a great mistake. After crossing the coast mountains, the interior,

from 5° south to 5° north latitude, is a surpassingly rich zone of fertility; which diminishes, however, in productiveness, as it recedes from the equator. Its climate is as salubrious as its natural beauty is enchanting. It has an elevation which greatly modifies the influence of a tropical sun. The mean annual heat is not greater than that of New Orleans. The native of intertropical Africa lives upon the almost spontaneous produce of the soil. Grains, vegetables, milk, butter, honey, and fruits form his ordinary fare. He can often indulge in the flesh of bullocks and sheep. Game in vast quantity lies hid in the thickets. Herds of fine cattle graze on every green hill. The elephant, the zebra, the antelope, the buffalo, the hippopotamus, afford a variety of animal food. No plow or beast of burden is in the country. Everything is done by means of a long or short-handled hoe. They smoke tobacco universally. Crime, such as theft, is rarer than in England. The travelers, Speke and Grant, never had a lock on their boxes. Iron is found all over the country. Brass, iron, and copper are welded into necklaces, making each metal appear separately. Wire they can draw out to any degree of fineness. The clothes made are of the coarsest and heaviest material, all of *cotton*. Pottery is made by the hand, the potter's wheel being unknown. Some races can glaze the ware. Wicker, grass, or bamboo baskets, trays, drinking-cups, etc., are made every where, the patterns varying.

The most interesting part of Capt. Speke's journal is his account of the various tribes he met in his journey. They have never yet been able to constitute for themselves a government founded on any other basis but that of slavery and oppression. From Zanzibar until the travelers reached a point one hundred and twenty miles north-west of Kazeh, they had journeyed among uninteresting negroes. After passing through Uzinza—a small country governed by a robber, the terror of Arab traders, whose attendants adored him as a superior being, and snapped their fingers (but, by no means, as a sign of disrespect) whenever he sneezed; and after having traversed several countries, in all of which Capt. Speke was more or less plundered by the chiefs—a remarkable contrast presented itself to the conduct to which he had been previously subjected. We are now introduced to Rumanika, King of Karagué, to the west of the Victoria Nyanza, who is found to be a courteous

barbarian, a model of good manners and good taste, and, in the truest sense of the word, a gentleman. He shook hands in true English style, and evinced his good taste in not asking for any of the rare articles which were displayed before him. His sons were as polite in their manners as thorough-bred Englishmen. All were pleased at the presents given to them, but asked for no more. The minister, a keen sportsman, having hinted that the present of a gun to himself would be highly appreciated, received a severe rebuke from the king for his want of delicacy, and nearly lost his head for the offense. Great intelligence was displayed by Rumanica in his inquiries relating to the European world and its wonders; but the childishness of the African character was shown in an eagerness for toys. The king was transported with delight at a "jumping jack" which Capt. Grant had made for the amusement of his children, appropriated it himself, and wished one made as large as life; but he begged, above all things, that he might be supplied with a Yankee clock in the form of a man, with eyes rolling at every beat of the pendulum—a "jack in the box"—a china milk-pot in the form of a cow—carriages and horses—and a railway.

Savage life has probably never been seen in all its fantastic phases and terrible relations more completely than during the compulsory residence of Capt. Speke at the Court of M'tese, the young king of Uganda, the next territory which the adventurous traveler entered. Uganda is described as a most surprising country in the order, neatness, civility, and *cheerfulness* of the inhabitants. Capt. Speke calls them the French of Africa from the polish and refinement of their manners; but M'tese's reign is a reign of terror. It is an established custom that there should be one execution daily. The ceremonies of the court are minutely defined, and are executed under penalty of death. By a happy mixture of coolness and audacity, Speke established his position at the Court of Uganda. He would not flounder on his belly, nor whine like a happy dog, as the courtiers were obliged to do, at any mark of notice from the king. He would not even consent to stand in the sun, awaiting the king's leisure at the first interview, but insisted on sitting in his own chair, with an umbrella over his head. In the end, M'tese treated him like a brother, and the two were always together. Yet the Captain must have often felt it was like being in the company of a wild beast, which might at any moment vent his ferocity upon

any one—perhaps on himself. In the midst of revelry, the king would, in a fit of sudden caprice, order a young and beautiful wife for instant execution. One day, more than thirty wives (the king has some three or four thousand) were being driven to the slaughter, when M'tese, observing his visitor's distress at the shocking spectacle, laughingly asked whether he would like any of them for himself. Capt. Speke would gladly have rescued the whole, but could select only one, whom he handed over to the commander of his escort. The other poor creatures, tied by the hand, were then dragged out to execution, crying out "Oh my lord! my king! my mother!" at the top of their voices in the utmost despair.

One of the most extraordinary customs of this extraordinary country is the immolation of all the brothers of the reigning king on the occasion of his coronation, with the exception of one or two. Capt. Speke did not witness this event, but it was to take place shortly after he left Uganda. On the occasion of the solemnity, the thirty brothers, with whom the king lived on terms of apparent affection, were to be publicly burned to death. They looked forward to their fate with indifference.

Capt. Speke, being unable to obtain permission of the king to explore Nyanza, and particularly to visit a spot from which, as the natives said, a great river issued, was compelled to proceed by land to the banks of the supposed river, and then ascend it to its point of departure from the lake. On the 21st of July, 1863, he accordingly stood, he says, on the brink of the magnificent stream from six hundred to seven hundred yards wide, which flowed between high grassy banks, with noble trees and plantain groves in the distance. Proceeding southward, his guide led him to the Ripon Falls, of which we have already spoken.

We have not space to give an account of the Captain's visit to the kingdom of Ungoro, nor to follow him in his descent of the Nile to Gondokoro, where he met his English friend Baker, who had just arrived there, bound on a self-planned journey of exploration and relief to Speke. We can only say that this great achievement of Capt. Speke and his companion Capt. Grant, will place their names high on the list of African explorers, distinguished as it is by the names of Mungo Park, Denham, Clapperton, Bruce, Lander, and more recently illustrated by the names of Du Chaillu, Burton, Petherick, Barth, and Livingstone. G. W. M.

[For the California Teacher.]

THE CONSTITUTION AND GOVERNMENT.

AS EVERY one, who believes that the future integrity and prosperity of the Union depend in a great measure upon the general education of our people, should, in some manner, aid in that good cause; and as it is now made the legal, as it always has been the moral, duty of each employé in our public schools to teach those under his or her charge to love, reverence, and uphold the Constitution and Government of the United States, I shall, with your permission, in a series of short articles, endeavor to condense and explain some of the most prominent general features of our Government, and the context and principles of our fundamental written law—the Constitution of the United States. But as I have neither the will nor the ability to make learned political disquisitions, or to split legal hairs regarding the technical meaning of any of the particular words or phrases that have been so often and so fully discussed both in the Courts and the Legislative forums by the greatest minds of the nation, I will confine myself exclusively to an attempt to popularize the subject, leaving the more profound as well as the more subtle points to those who are better qualified for the work.

Our system of Government is *sui generis*. In theory it is of a peculiarly mixed character, composed of the most heterogeneous ingredients and antagonistic principles; yet its practical working is very simple, and as perfect for the great ends of Government—that for a minimum expenditure the rights of persons and property shall be protected; and that each individual shall enjoy all the liberty, physical and mental, it is possible for him to exercise without intrenching upon that of others, or interfering with the general good—as it is simple. In it we find the elements of monarchy, oligarchy, democracy, and a confederation of independent sovereign empires into a homogeneous Republic—no, neither homogeneous nor Republic is a correct term; a nearer simile would be a solar system in which the States are the lesser planets, each forming an independent but necessary part; kept in place by the controlling forces of the system, and the whole making one glorious constellation, of which the Nation is the effulgent center governing all.

To arrive at a fair understanding of the principles, intent, and meaning of the Constitution, it is necessary to glance both at the action, concessions, and conciliations of the Convention that formed it, and at the Government that immediately preceded its adoption. Of the latter, first.

From the commencement of the Revolutionary War until the final ratification of the present Constitution in 1788, each of the theretofore Colonies claimed to be, and was recognized by the others as a perfectly independent sovereignty. In November, 1777, "The Continental Congress," composed of delegates, or more properly speaking, ambassadors, from the several Colonies, adopted "Articles of Confederation and perpetual Union," which were agreed to from time to time by the respective States, until the ninth of July, 1778, when the "Articles of Confederation" took effect, and the embryo of the future Union became imbued with visible life. These Articles were little, if anything, more than a treaty of alliance, offensive and defensive, as against other powers, and of peace and amity between the States. They styled the confederacy the United States of America, lodged the power of the confederation in a Congress composed of members from each State, with power to the States to change their delegates at pleasure, and each State to have but one vote—no regard being paid to the number of persons she sent to cast it, provided they were not less than two, nor more than seven. The first provision, after naming the new power, was that:

"Each State retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this Confederation expressly delegated to the United States, in Congress assembled."

The "United States in Congress assembled" had power of determining peace and war, and of making treaties, if such treaties did not restrain the respective States from imposing such imposts and duties on foreigners as they subjected their own people to, nor from prohibiting the import or export of any species of goods or commodities whatever. Congress also had the right to regulate the alloy and value of coin struck by its own authority, or by that of the respective States; to fix a standard of weights and measures; to regulate the trade and manage all affairs with the Indians; to establish and regulate post offices; to apportion among the sev-

eral States, according to the value of the surveyed land, the share each was to contribute for the common expenses of Government, Army, Navy, etc.; but the States reserved the right to provide the means of raising the money. Congress also appointed a committee of one of its members from each State to form "A Committee of the States," to sit during recess of Congress, and perform the functions of Government. The Congress also had some other powers, but no power whatever could be exercised without the concurrence of nine of the thirteen States; and the restrictions on the United States were much more numerous than grants of power to it, the latter being but few, and the inhibition on the States being still less. They were merely prohibited from declaring war; making treaties, either foreign or between themselves, without the consent of Congress; from laying imposts or duties that interfere with any treaty stipulations; from keeping troops or vessels of war in time of peace, except enough of the former to garrison the forts within their borders, and of the latter to protect themselves and their commerce.

A few years' experience demonstrated that this system did not and could not accomplish its object. Most of the States neglected and several of them refused to levy their share of taxes, to furnish their quota of troops, or to perform any of the requirements of Congress, except such as suited the ideas of the local Legislatures, and jealousies and heart-burnings between the States began to take the place of unity and cordiality. Under this state of affairs the Convention which formed our present Constitution was called—of the proceedings of which Convention, in another number.

SCHOOL ACCOMMODATIONS IN SAN FRANCISCO.

At the date of the last Annual Report of the Superintendent of Public Schools for the City and County of San Francisco, in August, 1863, there were 16,208 children between the school ages of four and eighteen years, and 13,036 between the ages of six and eighteen. The number enrolled as attending Public Schools was 5,155, while the number attending Private Schools was 4,552;

making 9,707 who were enrolled as attending either Public or Private Schools, and 3,329 between the ages of six and eighteen who were attending no school at all. The Public School-houses then owned or rented by the City were eighteen in number, and named as follows: High School, Union Street, Mason Street, Bush Street, Rincon, Mission, Spring Valley, Greenwich, Powell Street, Hyde Street, Sutter Street, Market and Fifth, Montgomery, Hayes' Vallew, Fourth and Clary, Model, Colored, Chinese. These school-houses contained ninety-three rooms in all, and were capable of seating 5,146 pupils, or more than the daily average, which was only 4,664. All but five of the houses named were owned by the City, and cost $209,805. This was thought to be a pretty good showing for a city only fifteen years old; but assuming that it is the duty of an American community to furnish free school facilities to all of its children, leaving no excuse for non-attendance, or for the patronage of private and sectarian schools, San Francisco had not nearly done her duty to the rising generation—for there were 7,890 between the ages of six and eighteen for whom she had failed to provide public accommodation, and at least 3,000 for whom no school accommodation at all was provided, and who were left to grow up in ignorance, except as they might receive occasional instruction at home. The Superintendent called attention to this lack of school accommodation, the people petitioned the Legislature on the subject, and the Legislature finally authorized the Supervisors to make a special appropriation of $60,000 for the benefit of the School Fund, to be used for the erection of new school-houses. During the ten months that have elapsed since the date of the last Annual Report, the Board of Education has exerted itself to increase the school accommodations, and has already accomplished more in that direction than is generally supposed, both by enlarging the capacity of the old houses, and by erecting new ones. Greenwich Street School-house has been enlarged by the addition of two more rooms, making six in all, and increasing its sitting capacity by one hundred and twenty. One more room has been rented for the Montgomery Street School, making four in all, and increasing its sitting capacity by sixty. Two more rooms have been rented in the Model School building, which give two hundred additional seats. A new house has been built for the Colored

School, increasing its capacity from thirty to one hundred and ten. The Spring Valley School has been enlarged so as to accommodate fifty more. A one-story brick building sixty feet square, has been rented on Mission Street, near Second, and will be opened as a Primary School to-morrow. It contains four rooms, has a fine play ground, and will accommodate two hundred and forty pupils. Two rooms have been rented corner of Third and Harrison streets. They will seat one hundred and twenty pupils, and will be opened next week. A splendid Grammar School building has just been completed, corner of Bush and Taylor Streets, at a cost of about $47,000. The fifty-vara lot on which it stands cost $11,500. The structure is of brick ninety-two feet front by sixty-eight feet deep, and three stories high. It contains fourteen recitation rooms; each twenty-eight by thirty-four feet in dimensions, and one large assembly hall which is capable of holding the entire school. Its sitting capacity is not less than eight hundred, and it will be dedicated and opened in a few days hence. It is modeled after several Boston Grammar School buildings which have stood the test of years of experience and comparison with other styles, and its cost is considerably below that of several Boston buildings of no greater capacity. It will be seen from the foregoing statements that the public school accommodations of San Francisco have been increased already to the extent of 1,670 seats. In addition to the new rooms and houses thus procured and completed, the Board of Education has lately let a contract for the erection of a frame house on the San Bruno Road (Utah Street), which will accommodate one hundred and twenty pupils in its two rooms, and cost $2,770. The Board has also let a contract for another fine Grammar building, corner of Fifth and Market streets. It will be of brick, two stories high, with basement and frame attic. The ground plan shows a cross-shaped edifice, with a frontage of one hundred and forty-one feet six inches, and a depth of ninety feet. The contract price is $77,402, but a bill of lumber, architect's charges, etc., will increase this to about $85,000. It is to be built forthwith, and will be ready for occupation by the end of this year at farthest, when it will accommodate seven hundred pupils, with an ultimate capacity of 1,000. The question has been agitated whether, with the same money two buildings

might not have been erected, which would have been equally ornamental, and have afforded accommodations for 1,500 pupils. Lots have been donated for the erection of two more frame school-houses in the suburban districts, and the Board has obligated itself to erect them at an early day. One of these will be located on the Fairmount Tract, back of the Mission, and in front of the Industrial School grounds. The second will be on the Potrero, near Steamboat Point. Each of these houses will seat sixty pupils. The number of sittings in the houses thus contracted for and contemplated, is nine hundred and forty. Adding this number to that previously given, and we shall have by the end of 1864, a total increase over last year's school accommodations of 2,610. This will nearly supply the deficiency complained of, and leave the Board of Education to enter upon another year's resources for the means necessary to meet the demands for still more school room that will be caused by the young crowd that is coming up. The largest of the new buildings erected and contracted for, are for Grammar School purposes, and have been built with a view to permanence and the future growth of the city, in accordance with the practice in New York, Boston, and other Eastern cities. The private and sectarian school edifices that compete with the free school system in this city are generally large, substantial, and handsome structures, an ornament to the city, a credit to the societies who own them, and destined to prove the most economical buildings that could have been erected. The friends of the public school system will doubtless indorse the policy which prompts the Board of Education to make the Grammar School-houses inferior in none of the above respects. And no private school buildings compete with the best public school-houses already erected. A comparison of the cost of our Grammar School-houses with those erected in the Eastern cities will show that San Francisco has been singularly economical in that respect.

For primary schools, which have to be frequently changed or removed, cheaper buildings or rented rooms will answer well enough. They can be, as in part they have been, furnished in addition to the more permanent and costly buildings, within the limits of the $120,000 available for the procurement of new school accommodations this year, and still leave a considerable balance.

With the means hereafter obtainable, the free school accommodations may be gradually increased far beyond the amount at present contemplated, with a view to keeping rather ahead of than behind the demand, and to lessen the motives that induce many to prefer the private educational system.—*S. F. Evening Bulletin.*

REPORT OF PRIMARY SCHOOL EXAMINATION.

To the Honorable Board of Education—Gentlemen: The last semi-examination of the Primary Schools was begun on the eighteenth of April, from which date it continued without interruption until May 1st. The main object of these examinations is to discover the fitness of each pupil examined for promotion; to test the efficiency of the teachers' labors; and to ascertain, as nearly as possible, the relative merits of the classes of corresponding grade, and compare the attainments and discipline of this department of our schools with its correlative in other cities of the Union.

To ascertain the objects in view, your Committee thought it best to adopt the following plan of examination: That one person should examine all the classes in the school of the same grade; that each Examiner should provide himself with a copy of the prescribed course of study, and a blank book properly arranged for taking systematically, in each part of the course, appropriate notes of the examination, which he and the teachers should conduct in strict conformity with the course. The Examiners, who were five in number, after two weeks' labor, performed their work, according to the details provided, and have submitted for your inspection their written reports, in which you will find sufficient facts, disinterestedly stated, from which you can form reliable opinions as to the capability of teachers therein named, and the progress of their pupils in the studies pursued during the last half school year.

The classes examined are known as the fifth, sixth, seventh, eighth, ninth, and tenth grades primary, which were classified as follows: Fifth grade, nine classes; sixth grade, seven classes; seventh grade, thirteen classes; eighth grade, twelve classes; ninth grade, thirteen classes; tenth grade, twelve classes. The

number of children in these fifty-eight classes may be estimated at 3,190, allowing fifty-five pupils for each class as prescribed by rule.

Before the examination was begun, your Committee requested the teachers to prepare a written statement, giving the names of their pupils, their ages, the length of time each has been in the class, and the number and names of those recommended for promotion.

These statements were handed to the Examiners, who were enjoined to satisfy themselves as to the propriety and justice of the teacher's recommendation.

In all instances where the opinions of the teachers respecting their classes were corroborated by the reports of the Examiners, the Committee on Classification have ordered promotions to be made; in all other cases this Committee have relied on the reports for their appropriate action.

The plan of primary classification now in use was introduced about one year ago. Where the gradation has been made according to the theory of this plan, each teacher has but one grade of pupils under her charge. When the classes are thus graded, pupils are required to pass from one grade to a higher, at the end of each half-year, and to complete the primary course of study in three years. In all cases when pupils fail of promotion at the stated time, it devolves on the teacher to assign the causes of failure, which are generally irregular attendance, and, occasionally, lack of capacity. To attain fully to the standard established, our schools will have to wait until society here shall have become better regulated and more perfectly assimilated to the steady habits and fixed principles of our oldest American communities. From the data before us, we would estimate the number of promotions made in our primary schools at seventy-five per cent. of the attendance, which is high enough to justify the most sanguine expectations of your Board, if not those of parents.

The reports presented by the Examiners are so voluminous that we cannot submit for your consideration even a synopsis, and we shall therefore have to content ourselves with offering a few gleanings from the mass. Frequent mention is made by the Examiners of the crowded condition of the class rooms, some of which are gloomy, cold, and badly ventilated. The benches used in a few

classes are too low and contracted to allow the children ease and freedom of movement. The discipline of the classes, whilst, it is on the whole, highly commendable, reflects no credit on certain teachers, and the same remark will apply with equal force to the instruction imparted by certain teachers. The partial success attributable to these must be accounted for by their incompetency for their calling, or the lack of those advantages which some schools enjoy in consequence of their location in particular neighborhoods, prominent for intelligence and the prosperous circumstances of the residents.

There is abundant proof in the reports to show that our primary teachers have devoted proper attention to oral instruction. What with charts, outline maps, tablets, numeral frames, minerals, and other sundry devices, the teachers have imparted to their classes a useful and varied knowledge of form, color, weight, and other properties of bodies. Nor have vocal culture and physical exercise been neglected. The daily exercise of singing, calisthenic drill, object lessons, drawing, individual and simultaneous recitation, to be witnessed in our superior primary schools, would not disparage some of the vaunted Kindergarten Schools of Europe. Although there is much to commend in our primary schools, we feel convinced that in one particular they are susceptible of marked improvement. In the course of study, "manners and morals" are prescribed as topics of instruction. The information given by nearly all the teachers in these topics has been drawn from maxims memorized by the pupils, supplemented by occasional advice and reproof, when called forth by improper deportment in the class. Teachers seem at a loss how to impart systematic instruction in these subjects, deeming them to fall more particularly in the province of the parent.

In conclusion, your Committee give it as their unqualified opinion, that our primary schools have made during the year the most satisfactory progress.

WM. G. BADGER, Chairman.
J. H. WIDBER,
S. B. MASTIC,
D. LUNT,
S. B. THOMPSON,
M. LYNCH.

NEVER OR NOW.

Listen, young heroes! your country is calling!
Time strikes the hour for the brave and the true!
Now, while the foremost are fighting and falling,
Fill up the ranks that have opened for you!

You whom the fathers made free and defended,
Stain not the scroll that emblazons their fame!
You whose fair heritage spotless descended,
Leave not your children a birthright of shame!

Stay not for questions while Freedom stands gasping!
Wait not till Honor lies wrapt in his pall!
Brief the lips' meeting be, swift the hands' clasping—
"Off for the wars!" 'tis enough for them all.

Break from the arms that would fondly caress you!
Hark! 'tis the bugle blast! sabers are drawn!
Mothers shall pray for you, fathers shall bless you,
Maidens shall weep for you when you are gone!

Never or now! cries the blood of a nation,
Poured on the turf where the red rose should bloom;
Now is the day and the hour of salvation—
Never or now! peals the trumpet of doom!

Never or now! roars the hoarse-throated cannon!
Through the black canopy blotting the skies;
Never or now! flaps the shell-blasted pennon
O'er the deep ooze where the Cumberland lies!

From the foul dens where our brothers are dying,
Aliens and foes in the land of their birth,
From the rank swamps where our martyrs are lying,
Pleading in vain for a handful of earth;

From the hot plains where they perish outnumbered,
Furrowed and ridged by the battle-fields' plow,
Comes the loud summons—too long have you slumbered!
Hear the last Angel-trump—Never or now!

O. W. Holmes.

Department of Public Instruction.

JULY SEMI-ANNUAL APPORTIONMENT OF THE STATE SCHOOL FUND—According to the annual Census returns of the number of white children residing in the School Districts where Public Schools have been maintained in accordance with the School Law, for three months in the year ending August 31st, 1863—Apportionment made July 1st, 1864:

DISTRICTS ENTITLED TO APPORTIONMENT:

Alameda.—Alameda, 79; Alvarado, 93; Alviso, 95; Bay, 16; Brooklyn, 248; Centreville, 74; Edenvale, 94; Encinal, 40; Eureka, 55; Lockwood, 31; Mission San José, 106; Mowry's Landing, 65; Murray, 148; Oakland, 470; Ocean View, 72; Peralta, 43; Redwood, 31; San Lorenzo, 80; Union, 164; Warm Springs, 54; Washington, 37; Tamiscal, 48—2,143 children, at $1 14 each, $2,443 02.

Amador.—Amador, 82; Butte City, 49; Buena Vista, 63; Buckeye Valley, 56; Clinton, 81; Drytown, 66; Fiddletown, 124; Forest Home, 64; Franklin, 59; Ione City, 162; Jackson, 205; Jackson Valley, 51; Lancha Plana, 85; Mountain Springs, 41; Pine Grove, 75; Puckerville, 52; Rural, 38; Sutter Creek, 133; Union, 101; Upper Rancheria, 43; Union Church, 45; Volcano, 109; Williams, 30; Willow Springs, 61—1,875 children, at $1 14 each, $2,137 50.

Butte.—Bangor, 47; Central House, 27; Cherokee Flat, 82; Chico, Nos. 1 and 2, 135; Delaplain, 97; Dayton, 171; Evansville, 46; Eureka, 49; Forbestown, 47; Hamilton, 46; Kinshew, 68; Live Oak, 66; Mesilla Valley, 53; Mountain Springs, 42; Mud Creek, 72; Oroville, 226; Oregon City, 34; Pine Creek, 75; Rock Creek, 76; Rio Seco, 73; Salem, 24; Stoneman, 30; Upham, 23; Wyandotte, 85; West Liberty, 28—1,722 children, at $1 14 each, $1963 08.

Calaveras.—San Andreas, 271; Mokelumne Hill, 237; Campo Seco, 142; Copperopolis, 216; Cave City, 72; Comanche, 63; Chile Gulch, 108; Angel's, 230; Altaville, 83; Vallecito, 109; Murphy's, 287; Bushville, 142; West Point, 94; Pleasant Springs, 53; Negro Gulch, 45; Upper Calaveritas, 129—2,231 children, at $1 14 each, $2,600 34.

Colusa.—Franklin, 51; Union, 62; Indian Valley, 43; Colusa, No. 1, 75; Plaza, 32; Princeton, 14; Grand Island, No. 3, 63; Grindstone, 17; Stony Creek, 32; Marion, 58; Grand Island, No. 1, no apportionment—447 children, at $1 14 each, $509 58.

Contra Costa.—Martinez, 191; Alamo, 97; Lafayette, 70; Willow Spring, 37; Pleasant Hill, 40; Bay Point, 208; Mount Diablo, 76; Antioch, 121; Washington, 70; San Pablo, 203; San Ramon, 53; Central, 90; Tassagaro, 42; Panole, 113; Morago, 49; Green Valley, 38; Morago Territory, 74; Amador, 35; Oak Grove, no apportionment—1,607 children, at $1 14 each, $1,831 98.

Del Norte.—Crescent, 114; Rowdy, 24; Bradford, no apportionment—138 children, at $1 14 each, $157 32.

El Dorado.—Placerville, No. 1, 109; Placerville City, 517; Johnson's, 41; Smith's Flat, 71; Coloma, 127; Gold Hill, 30; Cold Springs, 61; Uniontown, 101; Diamond

Springs, 165; Newtown, 47; El Dorado, 215; Frenchtown, 53; Cosumnes Grove, 55; Buckeye Flat, 37; Kelsey, 66; Mount Gregory, 26; Clarksville, 67; Jayhawk, 55; Salmon Falls, 67; Greenwood, 41; Georgetown, 165; Dry Creek, 43; Mountain, 51; Indian Diggings, 23; Cedarville, 30; Coyoteville, 14; Negro Hill, 35; Pilot Hill, 44; Spanish Dry Diggings, 26; Mount Aukum, 39; Deer Creek, 50; Oak Hill, 85; Green Valley, 37; Jayhawk, No. 2, 24; Nine Mile, 71; Pleasant Valley, 104; Tennessee, 80; Reservoir Hill, 59; Musquito, 22; Missouri Flat, 35—2,879 children, at $1 14 each, $3,282 60.

Fresno.—Kingston, 32 children, at $1 14 each, $36 48.

Humboldt.—Union, 159; Eureka, 172; Bucksport, 46; Table Bluff, 39; Eel River, 82; Hydesville, 40; Grizzly Bluff, 43; Ferndale, 66; Mattole, 53—700 children, at $1 14 each, $798 00.

Klamath.—Klamath District, 81 children, at $1 14 each, $92 34.

Lake.—Lower Lake, 65; Kelsey Creek, 58; Big Valley, 58; Scott's Valley, 79; Excelsior, no apportionment—260 children, at $1 14 each, $296 40.

Los Angeles.—Los Angeles, 1,151; San Gabriel, 126; Santa Anna, 251; Los Cuervos, 110; Los Nietos, 220: Old Mission, 102; El Monte, 413—2,373 children, at $1 14 each, $2,705 22.

Marin.—American Valley, 53; Novato, 21; Olima, 54; Bolinas, 71; San Antonio, 61; Chileno, 56; San Rafael, 215; Aurora, 60; Franklin, 69; Saucelito, 47; Halleck, 18—725 children, at $1 14 each, $826 50.

Mariposa.—Mariposa, 89; Coulterville, 152; Sherlock's, 29; Princeton, 128; Bear Valley, 89; Hornitos, 206; Sebastopol, 57; Cathey's Valley, 108—858 children, at $1 14 each, $978 12.

Mendocino.—Ukiah, 136; Central, 45; Buchanan, 84; Garcia, 59; Long Valley, 56; Union, 37; Little Lake, 58; Anderson, 69; Potter Valley, 39; Calpella, 57; Big River, 90; Gaskell, 34; Gualala, 24; Counts, no apportionment—788 children, at $1 14 each, $898 32.

Merced.—Merced Falls, 17; Jefferson, 135; Pioneer, 57; Jackson, 47; Dry Creek, 20—276 children, at $1 14 each, $314 64.

Monterey.—Monterey, 504; Carmelo, 124; Alisal, 258; San Juan, 381; Linley, 106; Carrollton, 140; Springfield, 86—1,599 children, at 1 14 each, $1,822 86.

Napa.—Cherry Valley, 84; Suscol, 72; Carneros, 43; Napa, 252; Jefferson, 83; Howard, 54; Yount, 36; Buchanan, 93; Liberty, 60; St. Helena, 139; Tucker, 42; Monroe, 46; Pope Valley, 58; Chiles, 60; Hot Springs, 26; Redwood, 38; Franklin, no apportionment—1,186 children, at $1 14 each, $1,352 04.

Nevada.—Nevada, 480; Grass Valley, 586; North San Juan, 247; Eureka, 117; Omega, 58; Rough and Ready, 71; French Corral, 94; Chalk Bluff, 110; Columbia Hill, 70; Little York, 19; Pleasant Valley, 42; North Bloomfield, 66; Oakland, 110; Kentucky Flat, 32; Forest Spring, 158; Mooney Flat, 35; Lower Hill, no apportionment—2,295 children, at $1 14 each, $2,616 30.

Placer.—Iowa Hill, 85; Wisconsin Hill, 44; Dutch Flat, 177: Illinoistown, 52; Michigan Bluff, 141; Forest Hill, 154; Yankee Jim, 84; Todd's Valley, 50; Mount Pleasant, 54; Coon Creek, 93; Ophir, 83; Gold Hill, 89; Smithville, 40; Union, 61; Rock Creek, 82; Stewart Flat, 39; Mad Cañon, 33; Lone Star, 67; Lincoln, 111; Dry Creek, 54; Franklin, 44; Last Chance, 25; Lisbon, 27; Gold Run, 71; Monoma and Van Trees, no apportionment—1,909 children, at $1 14 each, $2,176 26.

Plumas.—Quincy, 99; Pioneer, 88; Honey Lake, 154; Taylor, 130; Washington, 43—514 children, at $1 14 each, $585 96.

Sacramento.—Sacramento City, 2,088; Lincoln, 31; Magnolia, 31; American, No. 1, 48; American, No. 2, 27; American River, 54; Brighton, No. 1, 28; Brighton, No. 2, 63; Ashland, 32; Centre, 21; Dry Creek, No. 1, 38; Dry Creek, No. 2, 123; Alabama, 60; Richland, 31; Rhoades, 74; Sylvan, 82; Excelsior, 39; Laguna, 38; San Joaquin, No. 3, 112; Wilson, 44; White Rock, 64; Sacramento River, 30; Michigan Bar, 71;

Kinney, 93; Eagle Point, 27; West Union, 55; Prairie, 49; Watoma, 42; Viola, 99; Pleasant Grove, 66; Live Oak, 86; Sutter, 102; Granite, 271; Alder Creek, 55; Franklin, 88; Katesville, 51; Walnut Grove, 58; Onisbo, 43; Mokelumne, 37; Union, 32—4,510 children, at $1 14 each, $5,144 40.

San Bernardino.—City District, 282; Mount Vernon, 131; Mission, 54; Mill, 45; Warm Springs, 141; San Timoteo, 80; American, 87; San Salvador, 214; Santa Anna, 38—1,072 children, at $1 14 each, $1,222 08.

San Diego.—San Diego, 348 children, at $1 14 each, $396 72.

San Francisco.—City and County of San Francisco, 16,228 children, at $1 14 each, $18,499 92.

San Joaquin.—Stockton, 798; Staples, or Lockeford, 80; Union, 90; McKanny, 58; North, 111; Moore, 37; Greenwood, 63; Davis, 44; Henderson, 44; Liberty, 100; Elkhorn, 57; Woods, 79; Mount Carmel, 100; Athearn's, 28; Shady Grove, 55; Weber, 115; Dry Creek, 53; Charity Dale, 65; Washington, 34; Franklin, 83; Castle, 69; Linden, 118; Salem, 62; Mokelumne, 72; Douglas, 30; Lafayette, 44; Fairview, 43; Vineyard, 133; Zinc House and French Camp, no apportionment; Wildwood, 54; Telegraph, 48; Moulder, 28; Van Allen, 59; Delphi, 72; Houston, 40; San Joaquin, no apportionment; Stanislaus, 36; Harmony Grove, 34; Rigdon, 32; Madison, 61—3,132 children, at $1 14 each, $3,570 48.

San Luis Obisbo.—Mission, 487; San Simeon, 245—732 children, at $1 14 each, $834 38.

San Mateo.—Sand Hill, 106; San Mateo, 72; Redwood City, 179; Searsville, 97; Woodside, 33; Laguna, 66; Half Moon Bay, 118; Purisima, 93; Union, 43; Belmont, no apportionment—807 children, at $1 14 each, $919 98.

Santa Barbara.—San Buenaventura and Montecito, no apportionment; Santa Barbara—821 children, at $1 14 each, $936 94.

Santa Clara.—Adams, 70; Alviso, 119; Berryessa, 124; Braly, 72; Barnett, 88; Calaveras, 30; Evergreen, 112; Gilroy, 96; Guadalupe, 105; Hamilton, 69; Hester, 54; Jefferson, 42; Jackson, 130; Lafayette, 18; Live Oak, 61; Los Gaetos, 46; Lexington, 83; Milpitas, 75; Mountain View, 102; Mayfield, 92; Milliken, 52; Moreland, 87; New Almaden, 202; Oak Grove, 170; Orchard Street, 66; Pioneer, 76; Pierce, 27; Redwood, 76; San José, 920; Santa Clara, 401; San Ysidro, 132; Stevens' Creek, 47; Union, 107; Williams, 84—4,043 children, at $1 14 each, $4,609 02.

Santa Cruz.—Pescadero, 92; Santa Cruz, No. 1, 455; Santa Cruz, No. 2, 62; San Lorenzo, 21; Soquel, 240; San Andres, No. 1, 72; San Andres, No. 2, 185; Oak Grove, 220; Pajaro, 253—1,600 children, at $1 14 each, $1,824 00.

Shasta.—Shasta, 230; Buckeye, 30; Stillwater, 26; Oak Run, 24; Clover Creek, 48; Cow Creek, no apportionment; Sierra, 63; Clear Creek, 62; Piety Hill, 24; Eagle Creek, 52; French Gulch, 58; Whiskey Creek, 30; Texas Springs, 72; Millville, 54; Cañon House, 30; Cottonwood, 62; Parkville, 40; Churntown, 14—918 children, at $1 14 each, $1,046 52.

Sierra.—Alleghany, 127; Culver, 75; Downieville, 199; Eureka, 61; Forest City, 66; Gibsonville, 50; Goodyear's, 55; Indian Valley, 45; La Porte, 84; Meredith, 31; Sierra Valley, 109; St. Louis, 33; Table Rock, 107—1,042 children, at $1 14 each, $1,187 88.

Siskiyou.—Yreka, 182; Hawkinsville, 31; Shasta Valley, 69; Little Shasta, 55, Scott's Valley, 83; Cot[illegible]wood, 30; Greenhorn, 72; Scott's River, 44; Franklin, 20; Washington, 44; Doug[illegible]85; Willow Creek, 31; Quartz Valley, 42—788 children, at $1 14 each, $898 32.

Solano.—Benicia, 342; Vallejo, 402; Green Valley, No. 1, 85; Green Valley, No. 2, 100; Suisun, No. 1, 102; Suisun, No. 2, 57; Suisun, No. 3, 59; Suisun, No. 4, 79; Suisun, No 5, 67; Vacaville, No. 2, 82; Vacaville, No. 3, 148; Vacaville, No. 4, 78; Vacaville, No. 5, 66; Centre, 92; Bunker Hill, 48; Main Landing, 88; Fremont, 107

Pleasant Valley, 29; Rio Vista, 56; Montezuma, 84; Ulaltus, no apportionment—2,171 children, at $1 14 each, $2,474 94.

Sonoma.—American Valley, 24; Bodega, 120; Big Valley, 23; Bloomfield, 60; Court House, 218; Cinnabar, 39; Copeland, 58; Cloverdale, 41; Dunbar, 44; Dunham, 41; Day Creek, 115; Eureka, 30; Geyserville, 72; Guillicos, 34; Guilford. 41; Green Valley, 60; Healdsburg, 192; Hall, 49; Independence, 51; Iowa, 48; Knight's Valley, 49; Laguna, 48; Lafayette, 43; Liberty, 55; Lewis, 43; Maacama, 70; Mountain, 40; Mark West, 40; Mount Vernon, 43; Mill Creek, 45; Manzanita, 35; Miriam, 42; Oak Grove, 54; Petaluma, 521; Payran, 66; Pacific, 57; Piner, 91; Prewitt, 52; Pleasant Hill, 73; Redwood, 43; Russian River, 61; Salt Point, 51; Santa Rosa, 26; Sonoma, 211; Strawberry Ridge, 50; Stony Point, 36; Sotoyoma, 9; Scotta, 24; Todd's, 78; Windsor, 126; Waugh, 65; Watmaugh, 68; Washington, 65; Walker, 63; Wallace, 45—3,847 children, at $1 14 each, $4,385 58.

Stanislaus.—Branch, 97; Emory, 137; Camp Washington, 86; Empire City, 108; Farm Cottage, 68—496 children, at $1 14 each, $565 44.

Sutter.—Bear River, 27; Brown's, 48; Butte, 43; Buttesylvania, 46; Sacramento River, 30; Sutter, 148; Union, 98; Vernon, 61; Washington, 48; Winship's, 41; Yuba, No. 1, 114; Yuba, No. 2, 42; Fairview, 46; Illinois, 65; Nicolaus, No. 1, and Nicolaus, No. 2, 52; West Butte, 42—951 children, at $1 14 each, $1,084 14.

Tehama.—Red Bluff, 235; Tehama, 83; Antelope, 84; Paskenta, 41; Blue Tent, 65; Stony Creek, 32; Reed's Creek, 31—571 children, at $1 14 each, $650 94.

Trinity.—Weaverville, 85; North Fork, 39; Douglas City, 39; Lewiston, Stewart, Trinity Centre, and Hay Fork, no apportionment—163 children, at $1 14 each, $185 82.

Tulare.—Visalia, 451; Woodville, 278; Tule River, 101—836 children, at $1 14 each, $953 04.

Tuolumne.—Sonora, 506; Columbia, 361; Shaw's Flat, 95; Springfield, 131; Jamestown, 221; Montezuma, 110; Chinese Camp, 129; Big Oak Flat, 138; Tuttletown, 109; Don Pedro's Bar, 42—1,842 children, at $1 14 each, $2,099 88.

Yolo.—Woodland, 215; Buchanan, 115; Washington, 110; Cottonwood, 53; Prairie, 76; Cache Creek, 76; Grafton, 100; South Putah, 27; North Putah, 59; Buckeye, 52; Cacheville, 103; Grand Island, 46; Merritt, 72; Fillmore, 81; Fremont, 27; Plainfield, 70; Willough Slough, 44; Monument, 38; Pine Grove, 50; Cañon, 55; Union, 101—1,520 children at $1 14 each, $1,732 80.

Yuba.—Marysville, 778; Bear River, 43; Brophy's, 42: Brown's Valley, 46; Cordua, 45; Elizabeth, 79; Garden Valley, 63; Hansonville, 17; Hornent, 44; Indiana Ranch, 52; Linda, 35; Long Bar, 38; New York, 90; Oregon House, 70; Peoria, 48; Plumas, 65; Rose's Bar, 78; Slate Range, 107; Strawberry Valley, 48; Timbuctoo, 76; Yuba, 39—1,903 children, at $1 14 each, $2,169 42.

Total—77,029 children, at $1 14 each, $87,813 06.

Approved July 1st, 1864.

F. F. LOW, Governor,
J. F. HOUGHTON, Surveyor-General,
JOHN SWETT, Supt. Public Instruction,
} *State Board of Education.*

THE SCHOOL LAW.—In the edition of the School Law, distributed from the Department of Public Instruction, Section *Seventh* of the Act of March 22d, 1864, was omitted, either by the oversight of the Superintendent in compiling, or by the printer. As the Superintendent had no opportunity to examine the proof, the omission was not detected until after many of the pamphlet copies had been sent out. The section omitted will be printed on slips and sent to the County Superintendents. Trustees who have already received their copies, can procure the slips and paste them in under the head of Duties of School Trustees. The omitted section reads as follows:

SECTION 7. When the State and county money to which any district is entitled is not sufficient to keep a school open in such district for at least five months in each year, it is hereby made the duty of the Trustees of such district to levy, and they shall levy, a direct tax upon the taxable property in such district, sufficient to raise an amount which, together with the State and County money to which such district is entitled, will keep a school open five months; and such tax shall be assessed, equalized, and collected in the manner prescribed for assessing, equalizing, and collecting taxes voted for District school-houses, excepting that the Trustees may appoint the Assessor and Collector, and also excepting that if a fractional part of a cent is sufficient, the whole cent need not be levied in lieu thereof; the tax so levied shall include a sum sufficient to pay the cost of assessing and collecting.

CIRCULAR TO PUBLIC SCHOOL TRUSTEES.— At the time you receive this number of the TEACHER, it will be your duty to appoint a School Census Marshal, for the purpose of enumerating the school children in your district between the ages of four and eighteen years. If you have a male teacher employed, you should commit the work to his hands, and allow him a reasonable compensation for his services. In no case should you appoint boys, or persons whose only merit is that of cheapness. You will specially instruct your Marshals that, in the column of children entitled to the State and County apportionment of school moneys, only *white* children are to be included. Indian, Mongolian, and Negro children, Half-breeds, Mulattoes, and Anglo-Chinese, are not entitled to apportionment. I am of opinion that in some instances, for the purpose of swelling the number of children returned, and thus increasing the apportionment of the district, such children have been reckoned as school children. Instruct your Census Marshal carefully concerning the boundaries of your school district. It has happened, not unfrequently, that the same children have been included in the returns of two districts. Non-resident children in the district must not be included in the census returns. Require your Census Marshal to take all the statistics required by the blanks, under penalty of forfeiting all compensation. It is absolutely impossible for the State Superintendent to make a reliable report of the educational condition of the State, unless these returns are correctly, fully, and carefully made out. A duplicate of the Census Marshal's Report must be filed with the records of Clerk of your Board, and the original forwarded to the County Superintendent. The Census Marshal's Report requires a five-cent Revenue Stamp. Your annual report to the County Superintendent of public schools must be made on or before the fifth of September. If your school closes in July or August, and is not to be reopened until after the first of September, make out your annual report at once, as it will be a great convenience to the Superintendent to receive it earlier than the latest hour allowed by law. In making up your financial report, great care should be exercised. Last year, the reports of Trustees were so grossly incorrect that many County Superintendents were involved in inextricable confusion. If you cannot make out a report of from three hundred to one thousand dollars, without errors and blunders, resign at once, and let the County Superintendent appoint somebody who can do it. The summaries of the teachers' and marshals' reports are required to be transcribed to your own report, to provide against the chances of the loss of either. Your report requires to be stamped

with a five-cent Internal Revenue Stamp. At the close of the school year, it is your duty to require the teacher to return to the Clerk of the Board the Public School Register, in good condition and correctly made out, for inspection; and in case of the failure of teachers to comply, it is your duty to withhold any part of their salaries remaining due. All blanks required in the discharge of your duties have been forwarded to County Superintendents, and if you have not already received them, you can secure them by sending to the County Superintendent's Office. The following is a list of the blanks required:

Appointment of School Census Marshal.
Census Marshal's Report.
Public School Teacher's Report.
Election Posters for August.
Form of Agreement between Trustees and Teachers.
Trustees' Order-Book on County Superintendent.
General School Law.

If you have not already adopted the State series of text-books it is your duty to make the change at once, before the close of the school year. A blank text-book report will be sent to you from this Department during the month of July, which you are required to fill out and return directly to the State Superintendent of Public Instruction, on or before the fifth of September. The penalty of a failure to comply with the law requiring the adoption of a uniform series of text-books, is loss of the school moneys apportioned to the district; and the State Superintendent is determined to enforce it. If there are any children in your district whose parents cannot afford to buy new books, let the teacher furnish them with books, and pay for them out of the county school money. If you fail to comply with the law, and so lose your State apportionment, you will bear in mind that the responsibility will rest with yourselves, and not with me. The State Series of Text-Books MUST be adopted.

SCHOOL ECONOMY.—Pens, pen-holders, ink, ink-stands, blank paper, blank copy-books, slate pencils, and blackboard crayons, ought to be supplied by the Trustees in all public schools. When the scholars are required to provide these articles themselves, many will remain unprovided, or supplied with articles of inferior quality. Were they purchased by the Trustees in large quantities at wholesale prices, they would cost only about one-fourth as much. It will be good economy, then, for Trustees to authorize the teacher to furnish all these articles to the scholars, and audit his bill for the same, payable out of the County School Fund. The total amount for all these items will be very small, and the teacher will be relieved of one great source of trouble and vexation.

SCHOOL APPARATUS.—Every school in the State ought to be supplied with the following apparatus: Willson's School and Family Charts; Cornell's Outline Maps; a Small Globe; an Abacus. These can be purchased for a sum not exceeding forty dollars. It would be good economy for Trustees to use the county money to buy these articles so absolutely necessary to good teaching, even if the school term were shortened two weeks in consequence. A five-months' school with this apparatus will be worth more to the children than a six-months' term without it.

Resident Editors' Department.

THE CALIFORNIA EDUCATIONAL SOCIETY—Convened at the Rooms of the Board of Education on the afternoon of Saturday, June 18th, President Swett in the Chair. The President stated the object of the meeting to be the assumption by the Society of the support and direction of the CALIFORNIA TEACHER; and detailed the circumstances which made it necessary for the Society to take this step in behalf of the only educational journal published in this State. The Society unanimously consented to assume the responsibility of the publication, and elected as a Board of Resident Editors, Hon. John Swett, State Superintendent of Public Instruction; George Tait, Esq., City Superintendent of Common Schools; and Prof. Samuel I. C. Swezey. The election of Corresponding Editors and Financial Officers, was deferred until the regular meeting of the Society, to take place Saturday evening, June 25th.

B. MARKS, Sec'y Cal. Ed. Society.

STATE APPORTIONMENT FOR JULY.—We publish the State apportionment in full in this number of the TEACHER, thus saving the State the expense of a special circular to the County Superintendents and County Treasurers. And not only this, every Board of Trustees will have the exact amount apportioned to its district, and will not be under the necessity of troubling the County Superintendent with letters about the matter. We shall save to the State a handsome little sum above the total of county subscriptions during the next year.

STATE EDUCATIONAL DIPLOMAS.—The Board of Education in this city, at a recent meeting, voted unanimously to recognize State Educational Diplomas for the position of Grammar Masters. These diplomas, under the law, are valid throughout the State, except in incorporated cities with special Boards of Education.

ALUMNI DAY IN OAKLAND.—The Faculty of the California College hit upon the happy idea of connecting their commencement exercises with a meeting of the graduates of colleges from the other side—graduates grown tough and grizzled in active service in the pioneer work of this new State. In response, more than a hundred Alumni of different colleges assembled on the first of June, in the shade of Oakland groves, in the Presbyterian church, Edward Stanly, Esq., presiding. The oration by John B. Felton, Esq., was a finished production,—relating to

everything but the subject announced; not particularly patriotic—exalting law and land-titles rather higher than brains—cold as a marble statue of the Goddess of Liberty. The Poem was written by one of the most finished scholars in this State, C. T. H. Palmer, of Folsom, and read by Rev. John A. Benton, also of Folsom, and State Senator of Sacramento County. We have room for only one little gem out of the Poem:

"Our college class sits here to-day,
A ring, cast on the clover,
We lean on Alma Mater's lap,
Each one half-child, half-lover.
Roll out old songs!—with circling smoke
Perfume our jovial jargon!
The earliest music came from pipes,
The mouth their finest organ!

When Adam in the garden gazed
On Eve's maternal beauty,
He thought—so we—that raising Cain
Must be the primal duty.
We imitate that hardened pair
Which fell by Tree of Knowledge,—
Our foolish hands shook pair o'dice
In Eden and South College.

When Science to her furnaces
Would walk by Pluto's highway,
Would teach us how to work her ores
By what she called "the dry way,"
Our souls rebelled—we let a slip,—
(Preferring much the water)
Our oars we work in the humid way,
And test them at regattas.

Some plod the slow curriculum,
And with past laurels bore us,—
We took the livery curricle,
And put our bays before us.
So—so we've driven through;—our last
Biennial have passed;
Our college life began, sub-fresh,
But Seniors end, sub-acid!

O college elms! we jest no more
Within your solemn shading;
Your mighty silence reaches down,
Our little words upbraiding.

We hail you as the sentinels,
Who watch this ancient portal;
Your lifted arms are faithful guard—
Be in our love immortal!

We see in you, that firm-set rest
Stands far above the toiling;
That hights serene are nearer heaven
Than all our hillock-moiling;
That in your age the noble calm,
All perfectness expressing,
Is aim and end, the fruit of Life,
Your vivid crown of blessing.

So stands a good man on the earth,
Serene in storms of passion;
The winds fall at their Master's word,
For God dwells in his bosom.
An upper light transfigures now
His cool and saintly even—
Soft shining of the elder day,
That soon relumes in heaven.

O ancient friends! we gather hope!
Like us ye have been youthful;
Your foolish limbs have jostling strayed
Your cored trunk only truthful.
Your lusty sap sought curious growth
With playful freakly volume,
But ever nourished, out of sight.
Your heart, a mighty column.

Bear witness for us, that the grubs
Ye see, so blind and sooty,
Have life of God, and in his law
May gem the air with beauty.
Rise, brother, rise! our thoughtful pipes
This fearful breeze soft-blowing,
Shall clear of ashes and reveal,—
A fragrant fire is glowing!"

After the Poem some two hundred persons assembled in the new college hall, and after the strawberries and cream were attacked with all the gusto of younger 'boys,' proceeded to indulge in a "feast of reason and a flow of soul"—Edward Tompkins at the head of the table. Here is the first bit of toast, responded to by Dr. Bellows:

Our Country—Great in all the arts of peace—*greater* when, at the call of Truth and Principle, she drew the sword in defense of human rights—GREATEST, when she organized the ministry of mercy to temper war's ferocity, and made even the horrors of the battle-field the means of developing the highest and the noblest fruits of the Gospel of peace.

After this, speeches and toasts were sandwiched until late in the evening, when the Alumni dispersed, wondering they had never thought of a reunion before.

COMMENCEMENT DAY IN OAKLAND.—The commencement exercises of the College of California were held on the second of June. The Poem was written by F. B. Harte, of San Francisco, and read by Mr. Hoyt, a teacher recently from the Boston High School. The oration by Newton Booth, of Sacramento, was an able production, and exceedingly well delivered. The first graduating class of this institution numbered four members,—James A. Daly, Albert Lyle, ——— Tracy, and ——— Emerson. The orations by the graduates were creditable, and that of Mr. Daly was particularly good. The exercises were well attended, and passed off very pleasantly.

THE AMERICAN JOURNAL OF EDUCATION—For March is full of interest. It contains short biographical sketches, with fine steel engravings, of all the Presidents of the National Teachers' Association from its first organization, as follows: Zolman Richards, Andrew Jackson Rickoff, J. W. Bulkley, John D. Philbrick, W. H. Wells; also, the minutes of the proceedings of all the meetings of the Association, and the addresses delivered at the last session at Chicago, August 4th, 1863. This number contains a fine life-like steel engraving of Professor William Russell, and his address on the National Organization of Teaching as a Profession, delivered before the Association August 27th, 1857, in Philadelphia. We most earnestly invite the teachers of this State to subscribe for this valuable journal. It is not at all creditable to the teachers of this State that only two or three copies are taken. Where are the teachers of the San Francisco High Schools?

STATE NORMAL SCHOOL.—The next term of the State Normal School will open on Wednesday, July 6th. It is desirable that all persons designing to apply for admission, should be present at the first day of the session. Teachers who desire to enter the Senior Class can graduate at the end of the term, if they pass the examination. Tuition free, and books furnished from the School Library.

THE NAPA COUNTY INSTITUTE—Which held a four-days' session, commencing May 24th, was well conducted, well attended, and altogether a delightful meeting. Napa County has a fine corps of wide-awake teachers, and they all turned out and went to work in earnest. Two of the Trustees of Napa City School, Dr. Ruehl (?) and Rev. Mr. Veeder, delivered excellent addresses on the occasion;—model Trustees are they. A County Teachers' Library was started, to which Mr. Veeder, aforesaid model Trustee, donated the first books. Chancellor Hartson has promised liberal donations;—a model candidate for Congressman. A petition to the County Supervisors was drawn up and signed by all

the teachers, praying them to raise the salary of the County Superintendent from six hundred to eight hundred dollars per annum. We have no doubt they will do it. Mr. Higbie is an enthusiastic County Superintendent, who is ambitious to make Napa County as famous for its schools, as it now is for wheat, and for sulphur springs. The new school law doubles the county tax, and Napa has a fine start for next year. "Sebastopol" is not yet taken, but the County Superintendent is determined to capture that "intense" district—and we think he will do it. The Trustees of Napa City and one or two other enlightened districts, allowed the salaries of their teachers to continue during the week of the Institute; but several "Boards," we understand, thought they "couldn't afford it."

The Placer County Institute, which met at Dutch Flat on the seventh of June, and continued in session during the week, was pronounced by all present the best institute ever held in the county. It was, doubtless, the result of paying the County Superintendent a salary of $1,800 per annum—a full pocket generally having about the same effect on officials that a plenty of oats has on horses. On Monday, 6th, the County Superintendent and "we" took a foot race from Illinoistown to Dutch Flat, some fourteen miles, Mr. Goodrich coming out the length of a "stove-pipe" hat ahead. The Institute exercises were of a practical character, and a written examination of applicants was thrown in by the County Board of Examination, as light amusement. A most excellent evening lecture was delivered by E. J. Schellhouse, teacher of the public school at Michigan Bluff, on the course of instruction in our public schools. This address will be published in the Institute proceedings, and we commend it to the careful study of all who are fortunate enough to get a copy. Mr. Schellhouse has supplied his little school at Michigan Bluff with a good School Library, a Microscope, and a Globe—pretty good evidence that he is a progressive teacher. The State Superintendent made an evening talk to the teachers on "Self-Culture," and the necessity of a County Teachers' Library, the result of which was, that the teachers unanimously took measures to establish such a library, and handsome donations were made on the spot. Several good essays were read by the female teachers. The editor of the *Dutch Flat Enquirer*, E. B. Boust, generously offered the use of his columns for a full report of the proceedings, an instance of interest in the Institute which some county papers we know of would do well to imitate. Resolutions on Penmanship was passed as follows:

Whereas, The art of penmanship is as necessary and indispensable as any other acquirement in an education, and as it does not receive that attention its importance demands,

Resolved, That we, the teachers of Placer County, will adopt a more systematic and thorough course of instruction in penmanship.

Resolved, That as Burgess' system of penmanship is best adapted for the use of public schools, we will adopt his method as far as practicable, in our respective schools.

The following patriotic resolutions were voted for by all the teachers, with *one* exception. Some few teachers we know of, not residents of Placer County, would do well to read them:

Resolved, That it is the imperative duty of all teachers to instill into the minds and hearts of their pupils a pure and fervent spirit of patriotism, devotion to the Constitution and Union, and undying hatred of secession and rebellion.

Resolved, That we consider it of the very highest importance that the History, the Constitution, and Government of the United States, should be thoroughly taught in all schools wherein the maturity of the pupils is equal to the subjects.

Resolved, That public school teachers who take the oath of allegiance, construing it to mean *passive obedience*, and fail to instruct those under their charge to love, reverence, and uphold the Union, or who, out of the school room, express themselves in sympathy with secessionists, perjure themselves, and are unworthy of the confidence or esteem of truly loyal teachers.

Resolved, That we give all honor to the thousands of our brother teachers in the army, who, under Grant, are crushing out the dealiest enemies of public schools, general intelligence, and rights and privileges of the common classes.

Resolved, That during the week preceding the Fourth of July, we will read and explain to our pupils the "Declaration of Independence," and that we will instruct the older boys of our schools to read and speak the patriotic speeches of Webster, Clay, and other distinguished patriotic statesmen.

Resolved, That as far as possible, we will teach our pupils our patriotic National songs.

The citizens of Dutch Flat manifested considerable interest in the Institute, and behaved very handsomely towards the teachers. The proprietor of the "Dutch Flat Hotel" generously charged the male teachers *twenty-five* cents a day above his regular price, on the ground, probably, that they had their pockets full of money, and that business generally was dull. We commend this instance of liberality to the hotel keepers generally in counties where institutes are to be held, and recommend the teachers of Placer County to sleep under sage-brush the next time a meeting is held in Dutch Flat. After the Institute we took a foot tramp across the cañons and "divides" to Iowa Hill and Yankee Jim, passing that classic ravine known as Shirt-tail Cañon, to Forest Hill and Michigan Bluff—all of which places have good school-houses and good schools. We left Placer County fully convinced, from practical demonstration, that a salary of $1,800 a year has made the County Superintendent one of the best pedestrians in the State. We almost forget to say that all the teachers in the county were present except three—two of whom were sick, while the third, thinking himself "the best teacher in the State," to quote his own words, staid at home because he already knew too much. For the benefit of our friends in the Eastern States, we may state that quite a number of the male teachers traveled on foot to the Institute over mountain trails where neither cars nor coaches ever run, distances varying from thirty to forty miles, as the stage fare by circuitous routes would have cost them more than a trip from New York to Chicago and back. Placer County is larger than the State of Rhode Island. The Trustees, we believe without exception, continued the pay of their teachers during the week of their attendance on the Institute. Like sensible men, they desired to make the very best investment of their money. When will the "penny wise and pound foolish" Trustees of some districts in other counties pursue a like liberal and beneficial policy?

Latin Pronunciation.—We have received from Prof. Martin Kellogg, of the College of California, a little pamphlet of eighteen pages, on this subject, in which he discusses the relative merits of the English and Continental pronunciation of Latin, decidedly favoring the former. The arguments on both sides are fairly stated, and we think the conclusion reached is well supported by Prof. Kellogg's logic. We presume our readers who desire to examine the subject, can obtain copies by addressing the author at Oakland.

Good News.—The Supervisors of Contra Costa County have raised the salary of their County Superintendent, Rev. H. R. Avery, from $150 to $400 per annum. So the good work goes on. county after county recognizing the importance of the hitherto unnoticed and unpaid office. Mr. Avery is a man who will more than earn his salary.

Calisthenics and Gymnastics.—Mr. C. J. Robinson has been appointed to the position of teacher of "Light Gymnastics" in all the public schools of this city. The action of the Board of Education in thus recognizing the importance of physical culture is good evidence of the sound judgment and progressive character of that body. Measured by results accomplished, the present Board in this city is the best one ever placed at the heard of the School Department.

Sorry for It.—The Board of Supervisors of El Dorado County two months ago raised the salary of their Superintendent of Public Schools from $1,200 to $1,800 per annum. We regret exceedingly to be obliged to chronicle the fact that the same Board has reduced the salary to the old rate of $1,200. What's the matter?

Exhibition at the Oakland College.—A large crowd assembled in the Pavilion, on Tuesday evening, 14th inst., to witness the exercises given by the students of the preparatory school of the Oakland College, under the charge of the Rev. Mr. Brayton. These exercises consisted of dialogues, declamations, an original poem, part of the play of "Paul Pry," and a scene from Knowles' play of "Love," with Music (singing) by the students, and a Valedictory. Several of the pieces were fine selections, and well spoken. Among the best speakers in action and tone of voice we noticed, were Masters Clark, Wetmore, Burrell, Fowler, and Tewksbury. The piece on Bigotry was altogether too long—a fault of several other pieces. We recommend Master Wetmore, if he ever preaches, not to make his sermons any longer than this effort. "Greek Fire" was not to our taste; neither was it to that of some others. The strongest Administration advocate would have retreated under the charge, we think. Many of the speakers we could scarcely hear at all, and therefore cannot report them, though we stood within twenty feet of the stage. The poem, in particular, we wished to hear, as we are interested in this rising star of song; but we failed to catch it. The Pavilion is about as well adapted to anything of this kind as the saloons of the mining towns are for church services. Oakland needs a Public Hall for such things. Why do not some of those men who build fine stores and dwellings, contrive to put up a public building with a fine Hall? Who will do it? We venture to say that not one-half the visitors last evening heard one speaker distinctly.

San Francisco Public Schools.—The Board of Education has accepted an invitation to participate in the Fourth of July Celebration, which will undoubtedly be one of the grandest pageants the city has ever witnessed. In this grand patriotic demonstration, the schools will make no mean show, for the Grammar Masters are arranging for a general *turn-out* of the boys, who will be furnished with banners, flags, and badges. A delegation of girls from each Grammar School has been engaged to sing National airs at the Metropolitan, where the literary exercises of the day are to be held. If Young America is not jubilant on next Independence Day, then there is no virtue in the patriotic songs and declamations that have made the walls of our school-houses reëcho daily throughout the year.

Wanted! Wanted!! Wanted!!!—At this office twenty-five full sets of volume one of the California Teacher. Any last year's subscriber who will return us a complete file of our journal will be supplied with the California Teacher and the *American Educational Monthly* during the next year, free of expense.

Good for San Francisco.—Among other good movements, too numerous to mention, the Board of Education has raised the salary of the San Francisco Grammar Masters from $1,900 to $2,100 per annum. Gentlemen of the Board, in behalf of the teachers of California we thank you for this act of liberality and tardy justice.

In Demand.—Five of the late graduates of the State Normal School have been already elected to good positions in the public schools of this city. Nearly all of the nineteen graduates are engaged in teaching in various parts of the State, and the whole batch went off like hot cakes. Two of the four graduates of last year have taken the second decree—that of Matrimony—an additional inducement for young ladies to enter the Normal School. We must caution the trustees who engage our young lady graduates to keep a sharp lookout on any young guerrillas who may be found prowling around in the district, for we feel anxious that all should teach school three months.

New School-House.—The citizens of Suisun are building a new school-house.

County Teachers' Libraries—Have been started in the counties of Santa Clara, Sonoma, Napa, and Placer. What county will stand next on the list?

Willson's Readers and Speller have been adopted in all the public schools in San Francisco, superseding Sargent's. The State law requiring uniformity of text books, excepts incorporated cities, and the action of the Board of Education in conformity to the State series, is a compliment to the excellence of the books. Eaton's Arithmetic will soon take the place of Colburn's. Willson's Readers are now in use in all the schools of the State with the exception of Sacramento and Stockton.

Ohio Educational Monthly.—We consider this journal as one of the best of our exchanges. It is the official organ of the State Teachers' Association,

and is published by the State School Commissioner, E. E. White, at Columbus. Every Ohio teacher in this State ought to take it. We have repeatedly marked extracts from it only to find them crowded out of our limited pages.

PENNSYLVANIA.—We regret that want of space compels us to omit a notice of the Report of the Superintendent of Public Schools of Pennsylvania, C. R. Coburn, for the year ending June 1st, 1863. Amount expended for schools during the year, $2,773,000; number of pupils, 703,000; average attendance, 455,000.

OHIO.—According to the Report of Hon. E. E. White, State School Commissioner of Ohio, and the successor of Cathcart the traitor, that State expended for schools last year $2,409,000. Number of scholars enrolled, 743,000. Number of teachers employed, 21,000—of whom 8,960 were males, and 12,580 females. Five thousand Ohio teachers have entered the army since the war began. The following means are recommended for the improvement of the country schools: 1. The introduction of the system of graded schools, and the organization of central township schools wherever practicable. 2. The adoption of a system of efficient county supervision. 3. The general organization of county teachers' institutes, and the adoption of a system of normal institutes. 4. A more general circulation of books and periodicals, dealing practically with school instruction and management, among teachers and school officers. 5. The adoption of a general course of study and instruction for the guidance of teachers.

PERSONAL.—At the close of the school term the pupils of Lieut. A. L. Fuller, of Alvarado, surprised him with a present of a beautiful silver fruit knife and napkin ring. The school held a May picnic, and these articles were placed beside his plate, accompanied by a neat little note asking him to accept the gift as a slight token of their appreciation and love. We know the Lieutenant; he is a wide awake teacher, determined that his school shall keep up with the times, and we are not surprised to hear of his success in Alvarado. The late graduating class of the State Normal School presented the Principal, Ahira Holmes, with an elegant silver goblet. Miss Mary Williams made the presentation speech. Thomas S. Myrick, Principal of the Union Grammar School of this city, received a gold-headed cane from his class on their admission to the High School; and Mr. Stratton, Principal of the Mason Street School, was presented with a beautiful photographic picture of the young ladies in his class who were promoted to the High School.

OHIO TEACHERS' ASSOCIATION.—We acknowledge the receipt of an interesting pamphlet of seventy pages containing an account of the proceedings of the State Teachers' Association, which assembled in Cleveland, July, 1863. It is full of valuable and interesting addresses. We crowd our table to make room for one short extract from the able inaugural of President White:

"One other truth seems necessary to complete this discussion. The common school is the royal guardian of labor, crowning it with dignity and honor. It knows no caste, but looks upon the child of the governor and the son of the woodchopper as made of the same clay and entitled alike to the boon of culture and discipline.

"The common school is indeed the great leveler of society, but it always levels up. It distributes wealth and refinement, gives birth to elevated and noble ideas of life, spreading before the sons of toil the rich banquet of exalted, rational enjoyment. To education labor must look for social as well as political equality.

"I am aware that it has been gravely urged that the practical influence of the instruction of our public schools is prejudicial to labor. Schooling, says a popular writer, spoils children for the humble duties of life. That there has been a growing anti-labor spirit in this country is admitted, but the real causes of this evil, only one of which I can now allude to, lie outside of our school-rooms. This spirit has been the legitimate outgrowth of that cardinal doctrine of Southern ethics, which teaches *that the normal condition of the laborer is that of a slave.* This dogma has nestled in our literature, and its poison has leached down from the highest offices and positions in church and state through all classes, tainting public sentiment with degrading views of labor.

"The very atmosphere our children breathe has been freighted for years with the idea of chattelism in labor and the divine rights of masters; with political and clerical harangues upon the beauty of that social arrangement which puts the heel of capital upon the neck of labor; with baneful comparisons of the condition of Northern 'mud-sills' and Southern slaves; and with seductive views of the social superiority of birth, titles, riches, and place, over intelligent and virtuous industry. These degrading ideas have swept from horizon to horizon, blackening and blasting humble labor. Distinctions based on color have only served to mask their real spirit; to sugar-coat their poison. Now over against this feudal influence has stood the common school, seeking to elevate the laboring classes to the dignity and rights of earth's proudest noblemen. Above the din and smoke of the contest, its banner, at this hour of triumph, proudly waves by the side of 'the banner of beauty and glory.' On its folds there gleams out in letters of living light this, our conquering watchword: 'FOR LABOR, EDUCATION, AND LIBERTY.' That ensign will never be struck or lowered.

"In the light of this discussion I propose, in conclusion, to inquire briefly whether our common schools are adequately answering the great end of popular education. We have already seen that this end is nothing less than the fitting of every American citizen for the discharge of those high duties which devolve upon him. To attain this end, school instruction must seek to impart to every child the broadest, richest development of which the human soul is capable. You want to rear, says Dr. Huntington, *men* ready for all spots and crises; conscientious, far-sighted, clear-headed, granite-faced in national peril; deliberate, temperate, just."

OREGON EDUCATIONAL ASSOCIATION.—We have received from our friend, A. C. Daniels, Esq., Recording Secretary, the address of the Executive Committee, which we hope hereafter to present our readers, and the Order of Exercises for the approaching session of the Association, to be held at Albany, Linn County, commencing August 2d, 1864. For the convenience of our Oregon subscribers—a band of brethren which we hope to see greatly increased soon after the August meeting—we stop our printers to insert in this number their programme:

On Tuesday, August 2d, 1864—10 A.M., Election of Officers for the ensuing year; 1 P.M., Opening Address, by Hon. A. Gibbs; P.M., Mental Arithmetic, by Prof. Haley, of Monmouth; P.M., Practical Arithmetic, by W. W. Beach; Essay, by Miss. S. A. Cornell; Evening Lecture, by Hon. R. E. Stratton.

Wednesday—9 A.M., Algebra, by B. Robb; A.M., Geometry, by Prof. Odell, of Albany; A.M., Phonography and Phonetics, by Dr. T. W. Davenport; 1 P.M., Grammar, by M. F. Jones; P.M., Elocution, by Prof. L. J. Powell; Essay, by Miss O. Whitson; Evening Lecture, by Prof. S. H. Marsh.

Thursday—9 A.M., Physiology, by T. H. Crawford; A.M., Penmanship, by A. C. Daniels; A.M., Miscellaneous; 1 P.M., History, by F. Stilson; P.M., Natural Philosophy, by Prof. E. P. Henderson; Essay, by S. R. Simpson; Evening Lecture, by Hon. E. D. Shattuck.

Friday—9 A.M., Moral Science, by S. H. Stinson; A.M., Political Economy, by C. B. Rowland; A.M., Public Schools, by C. T. Finlayson; Poem, by P. S. Knight; 1 P.M., School Law, by C. P. Crandall; Miscellaneous; Evening Lecture, by Rev. S. G. Irvin.

Arrangements will be made by the citizens of Albany for the accommodation of those who may attend the Institute from abroad, *free of charge.*

Teachers, on their arrival in Albany, will please call at the office of Judge Powell, who will assign them the places selected for their accommodation.

All correspondence in reference to the Institute should be addressed to A. C. Daniels, Recording Secretary, Salem.

C. T. FINLAYSON,
A. C. DANIELS,
F. STILSON,
Executive Committee.

SALARIES.—Schedule of salaries of Public School Teachers in the City of San Francisco, adopted May, 1864:

Male Teachers of High School, each			$2,400
Female " " "			1,200
Principals of Grammar Schools	"		2,100
First Assistants	"	"	900
Special "	"	"	800
Assistants	"	"	750
Principals of Primary Schools	"		1,000
First Assistants	"	"	800
Assistants	"	"	750
Pupil Teachers	"	"	of one year's experience 600
Pupil Teachers	"	"	of no experience 500
Teachers of Modern Languages	"		1,800
Teachers of Penmanship	"		1,500
Teachers of Music	"		1,500
Principal of Model School			900
Assistant of Model School			840
Teacher of Chinese School			900
Teacher of Colored School			1,000
Teacher of Hayes' Valley School			900
Teacher of Montgomery School			800
Teacher of Eighth Street School			800
One male Principal of Primary School			1,500

NAMES OF COUNTIES.—We rejoice in the conviction that every page of our journal is read somewhere. It would seem from the following letter that somebody, away over towards Salt Lake City, has just received one of our early numbers containing the signification of county names, and he kindly sends us a few queries about them. We leave the matter in the hands of Mr. Gordon, the author of the original article, who is abundantly able to take care of himself:

EDITOR TEACHER: I noticed some time ago, in the very interesting article of Mr. Gordon concerning signification of names of counties in California, some few points on which I was inclined to differ from him, and as the names have a local importance for Californians, I would like to see those points cleared up. I have not the number by

me, and will endeavor to quote from memory. I looked for some one to make suggestions on the point before, but as it has not been done I would ask leave to throw out the following queries: *Alameda* was said to be derived, I believe, from *alamo—elm*; elm-walk. I always supposed *Alamo* was Spanish for *poplar*, of the genus *Populus*, called so from being used as a shade tree in the *people's* walks; that the California cottonwood was a species of poplar, and that this species abounds in Alameda County in most places. Is the elm a characteristic tree of that county? "*Monterey, king's mountain.*" Is not *monte* rather Spanish for *forest*, as *El Monte* near Los Angeles, and *Monterey, royal forest?* *Shasta.*—I forget the definition given, but have understood it to be from the Russian *tscheste*—white, pure, chaste; from its snow-capped peak. "*Siskiyou; sis*, six, and French *kiyou*, stones." I scarcely think the word *kiyou* will be found in the Dictionnaire de l'Académie, but *caillonx* (for which *kiyou* is pretty good phonetic spelling) meaning *pebbles*, may and looks like a probable solution. Should like to know the history or meaning of the names Suisun Bay, Lake Tontache, Gabilan Mountain, Mount Guilicos, Bodega, Tomales, Kern Lake, Tah-ee-chay-pah Pass, Cohuila Valley, Farallones, etc., all in California. QUERICUS.

BOOK NOTICES.—The following new works have been received:

JOURNAL OF THE DISCOVERY OF THE SOURCES OF THE NILE. By John Hanning Speke. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 590.

The leading article in this number of the TEACHER will induce our readers, we trust, to procure for themselves this full history of the most interesting and important volume of travels recently published. The story is told in a straightforward, soldier-like way, and will make many a school room happier, if the teacher will make the proper use of the materials he will find in this volume.

THE CAMPANER THAL, AND OTHER WRITINGS. From the German of Jean Paul Fredrick Richter. Boston: Ticknor & Field. San Francisco: H. H. Bancroft & Co. pp. 383.

The opening article, from which the book receives its title, is a discourse on the immortality of the soul, which does not appeal to us as we should expect from such a source. The second article, called "The Life of Quintus Fixlein," (translated by Carlyle) is of much greater interest, especially to our readers, for it is the life of a school-master. "With this biography," says Richter, "it is the purpose of the author not so much to procure you a pleasure as to teach you how to enjoy one. In truth, King Xerxes should have offered his prize medals, not for the invention of new pleasures, but for a good methodology and directory, to use the old ones." If this were not one of the recent books from the Atlantic States, we should suspect that the Superintendent of Public Instruction previous to writing his last Report had procured it and stumbled upon this passage:

"You perceive my drift is that man must become a little Tailor-bird, which, not amid the crashing boughs of the storm-tossed, roaring, immeasurable tree of life, but on one of its leaves, sews itself a nest together and there lies snug. The most essential sermon one could preach to our century, were a sermon on the duty of staying at home."

Judging, however, by the questions recently prepared for the State Board of Examination, we suspect if the book was received before the said Report was written, it was not deemed altogether sound on all topics, for we find, on page 121, this suggestion:

"On the whole, if a school-master be adequate to flog his scholars, it should suffice; and I cannot but blame our Commission of Inspectors, when they go examining schools, that they do not make the school-master go through the duty of flogging one or two young persons of his class in their presence, by way of trial, to see what is in him."

These passages must not be taken as a specimen of the book, which is well worth buying as it stands.

DREAMTHORP: A Book of Essays written in the Country. By Alexander Smith. Boston: J. E. Tilton & Co. San Francisco: H. H. Bancroft & Co. pp. 295.

We can commend this handsome volume for the quiet hours of the weary teacher. There seems to be little effort on the writer's part, but he takes us by the hand and talks pleasantly of various subjects in such a way that we sometimes wonder whether we are thinking within ourselves, or reading what some one else has thought before us. The essays "On Death and the Fear of Dying," "Christmas," "Men of Letters," "A Shelf in my Book-Case," and "Books and Gardens," are perhaps the most likely to please the readers of the TEACHER.

REPORT ON THE ORGANIZATION AND CAMPAIGNS OF THE ARMY OF THE POTOMAC. By George B. McClellan, Major-General U. S. A. New York: Sheldon & Co. San Francisco: H. H. Bancroft & Co. pp. 465.

There will always be two opinions concerning the conduct of the war under General McClellan's administration. Without expressing an opinion upon the real merits of the case, it is enough to announce the publication of this volume, which is valuable as containing the official history of the most important campaigns in Virginia, told in a clear and pleasant way by the General, who has certainly proven himself master of the pen, if not of the sword.

TEN ACRES ENOUGH: A Practical Experience showing how a very small Farm may be made to keep a very Large Family. New York: James Miller. San Francisco: A. Roman & Co. pp. 255.

We hope Mr. Roman will avoid sending us such books as this hereafter. We believe in city life, its dust, business, excitements; but these country books, "Ten Acres Enough," "My Farm at Edgewood," etc., make us discontented. We become conscious of longings for such experiments as these pages detail. We shall not permit this book to come into our family, for there would be no more peace there until we had purchased ten acres somewhere, and stopped paying rent, and notes, and such things. But to those persons who are already in the country, and to those others who being in the city dare think of getting into the country sometime, we can recommend this simple story of How a Philadelphian made for himself a Home, and was happy ever after.

ANNUAL OF SCIENTIFIC DISCOVERY: or Year Book of Facts in Science and Art for 1864; exhibiting the most important discoveries and improvements in Mechanics, Useful Arts, Natural Philosophy, Chemistry, Astronomy, Geology, Zoölogy, Botany, Mineralogy, Meteorology, Geography, Antiquities, etc. Together with Notes on the progress of Science during the year 1863; a list of recent Scientific Publications; Obituaries of eminent scientific Men, etc. Edited by David A. Wells, A.M., M.D. Boston: Gould & Lincoln. San Francisco: A. Roman & Co. pp. 351.

The title of this "Annual" conveys a full idea of the importance of the work. The only additional notice required from us is the simple statement that the

editing has been done with a care and judgment leaving little to be desired. Every live teacher will find abundant assistance from these well-filled pages, and the new student will be surprised by the examination of the collected results herein of the year's work performed by scientific men.

SELECTIONS FROM THE WORKS OF JEREMY TAYLOR. Boston: Little, Brown & Co. San Francisco: H. H. Bancroft & Co. pp. 306.

THE HOLY AND PROFANE STATES. By Thomas Fuller. Boston: Little, Brown & Co. San Francisco: H. H. Bancroft & Co. pp. 325.

The publishers of these volumes deserve the thanks of all readers. The size is just the thing for convenience; the paper is thick and tinted with the right shade for the eye, and the matter is the best of all the good which these old divines were famous for writing. These editions must become the favorites among those who value the quaint English of the olden time. We trust that the series may be extended, so as to embrace similar selections from certain more modern writers, whose words have also reached the hearts of the literary world.

THE SCHOOL AND FAMILY VISITOR: A Monthly Journal for Teachers, Parents, and Children. Edited by W. Hailman. Published at Louisville, Ky. Two Dollars a year. Address Box 419, Louisville. pp. 48.

We have received the first number of the above periodical, the only one on our exchange list from a Slave State. It has several excellent papers for teachers and parents, and deserves a hearty welcome from all educators.

WOMAN AND HER ERA. By Eliza W. Farnham. New York: A. J. Davis & Co.; San Francisco: A. Roman & Co. 2 vols. pp. 318, 466.

This is a remarkable book by a remarkable woman. Mrs. Farnham was for many years a resident of this State, and is well known—publicly, as a lecturer, and to a circle of her intimate friends, as a woman of great social as well as intellectual powers. The work is characterized by vigorous style and close logic, and while many will deem parts of it as bordering on the transcendental, all must admit its originality and power. No candid man can read it without forming a nobler and truer estimate of woman, and no woman can peruse it without a higher self-respect and more exalted aspirations. The hundreds of thinking women engaged in teaching in this State will find this work well worth a careful study. Our limited space will admit of only this brief notice, but we cannot close it without quoting a single paragraph from the preface:

"In the twenty-two years which the seed of this Truth has taken for its maturing, my experience has been so varied as to give it almost every form of trial which could fall to the intellectual life of any, save the very few most favored Women. The press of circumstances has crowded me, during those years, into prospective affluence, and again reduced me to poverty. The revolving wheel of experience has cast me up, and again thrown me down, on the thronged roads where I have had to walk. Joy and grief, happiness and anguish, hope and discouragement, light and darkness, have checkered my lot. Wedlock and widowhood, births and deaths have enriched and impoverished me. I have lived in the thoughtful solitude of the frontier, and amid the noise and distractions of the crowded mart. Years of severe manual labor have been exacted of me for the support and education of my children—years of travel have thrown me

among great varieties of men and women; and the capacity to be useful to them, in many private and public ways, has mingled me much with their inmost, as well as their more common, external hopes, desires, fears, and purposes. I have seen these in all varieties of character and degree, in both sexes: among the gifted and the stupid, the intelligent and the ignorant, the noble and the mean, the liberal and the bigoted, the criminal, the outcast, the insane, and the idiotic. Each phase of this varied experience has taught me its lesson; each has furnished its test whereby to try the Truth; each has given its measure of culture to the little seed so long ago dropped in my mind. And this is its product."

A HISTORY OF CHRISTIAN DOCTRINE. By William G. T. Shedd, D.D. In two volumes. New York: Charles Scribner. San Francisco: H. H. Bancroft & Co. pp. 408, 508.

While the theological character of this work is beyond our province, it is yet a debt due to all literary men to inform them when a work likely to become a standard in any department has made its appearance. The stand-point of Prof. Shedd may be understood by the opening sentence of his preface, where he tells us that the work is the result of his investigations while holding the Professorship of Ecclesiastical History in the Theological Seminary of Andover, Mass. The plan adopted, is to begin each of the leading topics with its commencement, and follow it down through the ages, stating the modifications undergone, and the influence exercised upon the church at large. Whatever may be the peculiar tenets of our readers, much will be found in these volumes suggestive of great thoughts. We could wish that the teacher were accustomed to regard the history of education in the spirit which the Professor points out in his closing words on Method of Studying History:

"No man, in any department of literature, or in any profession or calling, ever regrets subjecting himself to the history of his department. It is a safe and generous influence that comes off upon the mind from History; and there is no way so certain to secure an impression ever deeper and purer from this great intellectual domain, as to lay down in the outset a method that is natural, organically connected, and self-expanding. Then the inquirer may begin in any section; work backwards or forwards; contemplate the whole, or only a part. He will find connections all along the line, and be in communication with the great whole at each and every point of his investigation." (p. 48.)

WORK AND PLAY; or Literary Varieties. By Horace Bushnell. New York: Charles Scribner. San Francisco: A. Roman & Co.; H. H. Bancroft & Co. pp. 464.

All who have read Dr. Bushnell's theological works will be predisposed to give this volume of his miscellaneous lectures and addresses a place in their libraries. For purity of diction, logical power, and condensation of ideas, Dr. Bushnell has few superiors. The essay on "Work and Play," is a rare piece of composition; and the "Historical Estimate" of Connecticut, ought to be read by every son of that State. The article on the "Doctrine of Loyalty" is, in our opinion, the very ablest exposition of the subject which has been written during the war. We shall make some extracts from it for the future pages of our journal.

THE

CALIFORNIA TEACHER.

AUGUST, 1864.

Vol. II.] SAN FRANCISCO. [No. 2.

[For the California Teacher.]

POWERS AND DUTIES OF THE TEACHER.

THERE is no position in all the avocations of life, where so much real, permanent good can be done, as in that of the teacher of youth, and there is no responsibility so great. The best minds of the age should engage in it, and the best energies of the commuity should be employed in the support of education. But all great privileges and all wealth bring with them corresponding obligations and responsibilities. We have an example constantly before us of one who "went about doing good," ever teaching with voice and act, and enforcing that teaching by faithfulness, perseverance, and cheerfulness; and finally, for the sake of the good and the pure, expired upon the cross—giving us, on this occasion, the most sublime and valuable lesson ever given to man. He told us that we should be called on to answer for the means we had for doing good, in proportion to what we possessed. Great and fearful, then, are the responsibilities we have assumed, in becoming the teachers of youth; and it is well for us that we feel a realizing sense of their importance.

In considering the powers and capabilities of the teacher, the power of example stands among the first. Although its operation is silent, its authority is undisputed and most potent. Vain and

futile will be the efforts of that teacher, who teaches: "Do as I say, and not as I do;" and fruitless the labors of those who fail to verify their teachings by their example. Example is infectious; especially so in early youth, when the mind is more easily impressed —when the eye is the principal avenue for impressions, and the imitative powers the strongest. But few take into consideration its noiseless workings, and the gradual unfoldment and determination of character resulting from its operation. We can never tell where a good example may fall, or in what direction it may operate. In watching the operations of a little spider, Bruce was aroused from a state bordering on despair, to activity and success. The teacher should never forget that he is a living model, and that all his acts, words, and even the expressions of his countenance, have their effect; ever modifying, and frequently determining the fate of his pupils in after life.

Another power of the teacher, is that of making impressions. In this respect, there is great difference of capability. The conscientious teacher will avail himself of every opportunity to make a good impression. A word or a look, a simple act, now and then, may make an impression that will change the course of the whole future life, like that of a river, and settle the question of success or failure of an individual. Many instances of this, are recorded in history and biography. "A kiss from my mother," said West, "made me a painter." "Contact with the good never fails to impart good," says Mr. Smiles, in his book entitled Self-Help, "and we carry away with us some of the blessing, as travelers' garments retain the odor of the flowers and shrubs through which they have passed." In speaking of the late John Sterling, Mr. Trench says of him: "It was impossible to come in contact with his noble nature without feeling one's self in some measure *ennobled* and *lifted up*, as I ever felt when I left him, into a higher region of objects and aims than that in which one is tempted habitually to dwell." "It is thus," says the author of Self-Help, "that the noble character always acts; we become lifted and lighted up in him—we cannot help being borne along by him, and acquiring the habit of looking at things in the same light; such is the magical action and reaction of minds upon each other." Every one has observed the power some men have of affecting the minds of others. When a company have

become listless, how the entrance of some one will arouse the spirits, and infuse new life and energy into the minds of those in his presence. This power, I apprehend, is an indispensable element of success in the military commander, the orator, and, I may add, in the teacher.

Another power of the teacher consists in the ability to win the affection and confidence of those under his instruction. A feeling of animosity or even coldness between the teacher and his pupil, is fatal to success. The essential elements of acquiring and exercising this power, are abiding love for children, patience, perseverance, and self-control. The love must be real, not affected; the patience self-sustaining, the perseverance seasoned with cheerfulness and buoyancy of spirits; and the self-control dignified and authoritative. "Win hearts," said one of her advisers to Queen Elizabeth, "and you will win the purses and power of England." So we say of the teacher; win the hearts of your scholars—gain their love and esteem—and you will have acquired a power essential to your success.

[For the California Teacher.]

THE CONSTITUTION AND GOVERNMENT.—No. II.

As early as 1781, it became apparent that the powers conferred upon the Confederation of the "United States in Congress assembled" were insufficient, and that the system itself was a failure; yet some of the States, and particularly the smaller ones, would not *then* give up any greater portion of their individual sovereignty; but the necessity of their doing so became so urgent, that attention was called to it again in 1783; and in 1784, the Congress emphatically declared that:

"Unless the United States in Congress assembled, shall be vested with power competent to the protection of commerce, they can never command reciprocal advantages in trade," etc., etc.

This resolution met but a slight responsive throb; and in 1785, another attempt was made by the assembled delegates, the necessity being set forth in still more forcible language. Yet, in 1786, only seven States reported that they were willing to extend the

power of Congress, and most of these seven only so far as imports were concerned. Two others (Pennsylvania and Delaware) agreed to consent, provided the assent of each one of the other was first had. The remaining four (Rhode Island, New York, Maryland, and Georgia) either neglected to act or refused to confer the authority.

During this period, the total inadequacy of the Confederate system for a new and growing country with a spreading commerce, becamedaily more and more apparent to the statesmen who had formed it, and it was well for posterity that the patriotism that first threw off the English yoke, still lived to provide a remedy; for the respective States—from the difference in the character of their inhabitants, pursuits, climate, agriculture, and commerce, and the conflict of their pecuniary interests—were becoming jealous of each other and of their own rights. The greatest evils under which the new Government labored, were that Congress could not make a treaty, or making it, could not compel its observance; that the Federal flag was mocked and violated on the ocean, and laughed at and treated with contempt in port; that Congress, though not powerful for evil, was imbecile for good; that the States neglected or positively refused to furnish their quotas of men and money, and there was no way of enforcing obedience except by an internecine war between the States—Congress having no troops; the Confederate treasury was bankrupt, and those of the several States in as bad or a worse condition. The country was sparcely populated, and its whole available wealth small.* The Federation had no powers of direct taxation, and very limited ones in regard to imports, and very few incidental means offering revenue. Yet it had to sustain itself; and to support it, money was necessary; so money not to be had from any other source, was made—paper money without an absorbing basis; paper money with nothing whatever to rest upon. There was not an iota of means to sustain the issue and provide for its redemption. There was not then, as there now is, a loved General Government ruling a wealthy people, and having

* The population of all kinds, in 1790, was less than 4,000,000; in 1860, it was 31,747,514, holding real and personal property valued at $16,160,000,000, and having an industry—the manufacturing and agricultural portion of which, alone, yield an annual profit of $4,500,000,000.—*Census Reports.*

undisputed and unlimited powers of taxation over some thirty-three to thirty-five millions of inhabitants; holding from eighteen to twenty thousand millions of property, and having annual manufacturing, agricultural, mining, and commercial business almost incalculable; and Government did not then as it now does, own millions upon millions of fertile and inexhaustible mines of untold wealth and hitherto undreamed-of productiveness.

From the above, together with other almost equally cogent reasons, national matters (if such a term is applied to such a system) fell from bad to worse until such active measures were taken by some of the States to provide against the inevitable dissolution of the Confederacy, that in September, 1786, New York, Pennsylvania, New Jersey, Delaware, and Virginia, having first solicited their sisters to meet them, held a conference and asked Congress to recommend to the several States:

"The appointment of Commissioners to take into consideration the situation of the United States, to devise such further provisions as shall appear to them necessary to render the Constitution of the Federal Government adequate to the exigencies of the Union," etc.

And in February following, Congress:

"Entirely coinciding as to the inefficiency of the Federal Government, and the necessity of devising such further provisions as shall render the same adequate to the exigencies of the Union, strongly recommend to the different Legislatures to send forward delegates to meet the proposed Convention, on the second Monday of May next, at the City of Philadelphia."

The Convention met on the fourteenth of May, 1787, and again organized by electing George Washington, President, and appointing Wm. Jackson, Secretary; and this Convention, after a somewhat stormy session of four months, adopted our present Constitution on the seventeenth of September, and it was accepted, as it came from the Convention, by Congress, and ultimately by all the States.

BENJAMIN FRANKLIN.

He established and inspired the Junto, the most sensible, useful, and pleasant club of which we have any knowledge.

He founded the Philadelphia Library, parent of a thousand libraries, an immense and endless good to the whole of the civilized portion of the United States—the States not barbarized by slavery.

He edited the best newspaper in the colonies, one which published no libels and fomented no quarrels, which quickened the intelligence of Pennsylvania, and gave the onward impulse to the press of America.

He was the first who turned to great account the engine of advertising, an indispensable element in modern business.

He published Poor Richard, by means of which so much of the wit and wisdom of all ages as its readers could appropriate and enjoy, was brought home to their minds, in such words as they could understand and remember forever.

He created the post-office system of America; and forbore to avail himself, as postmaster, of privileges from which he had formerly suffered.

It was he who caused Philadelphia to be paved, lighted, and cleaned.

As fuel became scarce in the vicinity of the colonial towns, he invented the Franklin Stove, which economized it, and suggested the subsequent warming inventions, in which America beats the world. Besides making a free gift of this invention to the public, he generously wrote an extensive pamphlet explaining its construction and utility.

He delivered civilized mankind from the nuisance, once universal, of smoky chimneys.

He was the first effective preacher of the blessed gospel of ventilation. He spoke, and the windows of hospitals were lowered; consumption ceased to gasp, and fever to inhale poison.

He devoted the leisure of seven years, and all the energy of his genius, to the science of electricity, which gave a stronger impulse to scientific inquiry than any other event of that century. He taught Goethe to experiment in electricity, and set all students to making electrical machines. He robbed thunder of its terrors and lightning of its power to destroy.

He was chiefly instrumental in founding the first high school of Pennsylvania, and died protesting against the abuse of the funds of that institution in teaching American youth the languages of Greece and Rome, while French, Spanish, and German were spoken in the streets, and were required in the commerce of the wharfs.

He founded the American Philosophical Society, the first organization in America of the friends of science.

He suggested the use of mineral manures; introduced the basket willow, and promoted the culture of silk.

He lent the indispensable assistance of his name and tact to the founding of the Philadelphia Hospital.

Entering into politics, he broke the spell of Quakerism, and woke Pennsylvania from the dream of unarmed safety.

He led Pennsylvania in its thirty years' struggle with the mean tyranny of the Penns, a rehearsal of the subsequent contest with the King of Great Britain.

When the Indians were ravaging and scalping within eighty miles of Philadelphia, General Benjamin Franklin led the troops of the city against them.

He was the author of the first scheme of uniting the colonies, a scheme so suitable that it was adopted, in its essential features, in the union of the States, and binds us together to this day.

He assisted England to keep Canada, when there was danger of its falling back into the hands of a reactionary race.

More than any other man, he was instrumental in causing the repeal of the Stamp Act, which deferred the inevitable struggle until the colonies were strong enough to triumph.

More than any other man, he educated the colonies up to independence, and secured for them in England the sympathy and support of the Brights, the Cobdens, the Spencers, and Mills of that day.

He discovered the temperature of the Gulf Stream.

He discovered that north-east storms begin in the south-west.

He invented the invaluable contrivance by which a fire consumes its own smoke.

He made important discoveries respecting the causes of the most universal of all diseases—colds.

He pointed out the advantage of building ships in water-tight compartments, taking the hint from the Chinese.

He expounded the theory of navigation which is now universally adopted by intelligent seamen, and of which a charlatan and a traitor has received the credit.

At the beginning of the revolution, he was the soul of the party whose sentiments Thomas Paine spoke in "Common Sense."

In Paris, as the antidote to the restless distrust of Arthur Lee, and the restless vanity of John Adams, he saved the alliance over and over again, and brought the negotiations for peace to a successful close. His mere presence in Europe was a moving plea for the rights of man.

In the Convention of 1787, his indomitable good humor was, probably, the uniting element, wanting which the Convention would have dissolved without having done its work.

His last labors were for the abolition of slavery and the aid of its emancipated victims.

Having, during a very long life, instructed, stimulated, cheered, amused, and elevated his countrymen and all mankind, he was faithful to them to the end, and added to his other services the edifying spectacle of a calm, cheerful, and triumphant death; leaving behind him a mass of writings, full of his own kindness, humor, and wisdom, to perpetuate his influence, and sweeten the life of coming generations.—*Parton's Life of Benjamin Franklin.*

THE ILLINOIS SUPERINTENDENCY.

THE *Illinois Teacher* for May, comes out nobly and manfully in favor of the nomination of NEWTON BATEMAN, for the office of Sup't of Public Instruction in that State. It is time that teachers and educational journals should have a voice in the nomination and election of both State and County Superintendents. These offices belong of right to the profession of teaching, and they ought to be filled with the best practical teachers. When will teachers learn to claim their rights, and fight for them when claimed, by organized effort? Newton Bateman is the Horace Mann of Illinois; defeated at the last election, we trust he will be nominated and elected by a vote

which will do credit to the great State for which he has done so much in the cause of public schools. Here is what the journal says:

THE NEXT STATE SUPERINTENDENT.—We are no politician. We have no desire to mingle in partisan strife. Our taste does not run in that direction. We regard it as unfortunate for the cause of popular education that the incumbency of the office of Superintendent of Public Instruction should be brought into the political arena. We would that it were otherwise; but, laying aside our individual wishes, we must take the fact as it stands. There are interests clustering around the selection of the candidate for this office above and beyond all mere partisan considerations. As the conductor of an educational journal, and as connected professionally with the public school system, we confess to no small degree of interest in this matter. We shall, as briefly as may be, submit some considerations which it seems to us should have a controlling influence in canvassing for a candidate for this office.

He must be a thoroughly loyal man. On this point his record must be unimpeached and unimpeachable, without a blemish or stain. We cannot afford, in this hour of peril, to select any man to bear the educational banner whose loyalty is not above suspicion. The interests at stake are too precious to be imperiled by even a suspicion. We want and must have no doubtful man.

He should be fully identified in feelings, in interest, and by his past labors, with the progress and development of the educational interests of the State. Such a man will bring no lukewarm zeal to the performance of his high duties; but with all the enthusiasm of his nature he will throw into the cause all the natural or acquired power at his command.

He should be a practical teacher. On this point we insist. It is a prevalent idea, as absurd as it is mischievous, that any man of competent education can teach or superintend a school. Let the thousands who have tried this and signally failed be witnesses to the contrary. Let the physician stick to his physic, the clergyman to his divinity, and the lawyer to his law books; for to these they have been educated, and in them they may acquire distinction. We claim that our common schools should be under the supervision of one practically educated to the duties. It is wickedly absurd to put a man at the head of our common school system who is totally unacquainted with his duties, and who perhaps will in one year make more mistakes than can be rectified in four.

He should be a ripe scholar. Scholarship alone will not fit a man for the place, but at the same time, we deem it indispensable that the incumbent of so distinguished an office should possess scholarly attainments of a high order. It is a situation of commanding influence, and should not be brought into contempt by putting in it one who cannot adorn it with a well-endowed and cultivated intellect.

He should be a man of well-tried and commanding executive ability. The duties of the office are extensive and varied. More than forty thousand school officers are by law under his supervision. His power should be felt in every corner of the State. He should have the ability to devise, mature, and execute extensive plans and combinations, having for their object the building up of our educational interests upon a basis so broad and enduring, that the storms of partisan strife may never disturb them.

He should be a man widely known and acceptable to the teachers and educational men

in the State. As the head of the educational system, he should be known, recognized, and appreciated, by that large body of men whose intelligence and cultivation give them a potential voice in the affairs of the State.

He should be honest. True, the office is not one giving to its possessor either patronage or pecuniary responsibility; yet we hold that honesty, although a homely virtue, is or should be made indispensable to every man in public station, and we would not make this office an exception.

He should be no mere politician, no partisan trickster, no scheming, wire-working demagogue, greedy with the lust for office. We want none such. It is not an office which may be thrown as a sop to a hungry office-seeker without putting in fearful peril interests which we hold most sacred. We deprecate such an influence; and we warn the people of the State not to suffer interests of the highest moment to be bartered away to appease the appetite of political aspirants.

The candidate for this office should be available. By this, we do not mean that he should be able merely to command votes. It is quite true and equally clear that he must get the votes or fail in the election. We firmly believe that the man who possesses the qualifications we have attempted to enumerate is *available;* that he can and will be elected if nominated. These qualifications are the only availability we ask. They will deserve, if they do not insure success in the candidate who may possess them.

Let it not be thought that we have sketched the qualifications of some ideal man. We draw from nature. We believe that we know the man who possesses them all. We need not name him. Our readers will not fail to recognize the one to whom we refer—the man of our choice.

That his patriotism is beyond suspicion, the words of patriotic devotion that close the last Report from the Department of Public Instruction, and the clarion tones that rang through the Representatives' Hall at the opening of the State Teachers' Association in December last, fully attest. That he is identified by a life of labor with the educational interests of the State; that he is a ripe scholar; that he possesses executive ability of the highest order; that he is honorable and upright both as a man and an officer; that he is no scheming demagogue nor political trickster; are facts too well known from his career as a teacher and a public officer, and from official documents of national reputation, to need further attestation. As a teacher, he is known and acceptable to teachers; as a man of cultivated intellect, he possesses the confidence of educated men; as himself, one of the rank and file, he will command their influence and support.

We commend him to the people, as one whose election will best promote the cause of education in this State.

Department of Public Instruction.

ENTITLED TO PUBLIC MONEY.—From the reading of Section 7 of the Act of March 22d, 1864, some School Trustees seem to be of opinion that no district is entitled to its *pro rata* of the State and County money, unless a school has been kept five months within the year ending August 31st, 1864. Reference to Section 66, p. 22, General School Law, will show their mistake:

SEC. 66. No school district shall be entitled to any portion of the public school moneys in which there shall not have been taught a public school for at least *three months* within the year ending on the last day of August previous; and no public school shall receive any moneys, benefits, or immunities, under the provisions of this act, unless such school shall have been instructed by a teacher or teachers duly examined, approved, and employed by legal authority as herein provided.

Now, Section 7, Act of March 22d, 1864, provides that the *Trustees shall* levy a property tax sufficient to keep a schol five months in the year, when the State and County money is insufficient for that purpose. Although the law authorizing and requiring the Trustees to levy a tax took effect on the twenty-second of March, 1864, and consequently applies to the present school year, on account of the necessary delay in publishing the School Law, it was not supposed that it would be generally enforced. As this important section was omitted by somebody's blunder in the Department edition of the School Laws, we insert it again in our columns, reminding the Trustees that they can obtain the missing section by applying to the County Superintendents. Here it is:

SEC. 7. [Of the Act of March 22d, 1864.] When the State and county money to which any district is entitled is not sufficient to keep a school open in such district for at least five months in each year, it is hereby made the duty of the Trustees of such district to levy, and they shall levy a direct tax upon the taxable property in such district, sufficient to raise an amount which, ogether with the State and county money to which such district is entitled, will keep a school open five months; and such tax shall be assessed, equalized, and collected, in the manner prescribed for assessing, equalizing, and collecting taxes voted for district school-houses, excepting that the Trustees may appoint the assessor and collector, and also excepting, that if a fractional part of a cent is sufficient, the whole cent need not be levied in lieu thereof; the tax so levied shall include a sum sufficient to pay the cost of assessing and collecting.

STATISTICAL TABLE SHOWING THE TOTAL AMOUNT OF STATE SCHOOL FUND APPORTIONED TO COUNTIES FOR THE SCHOOL YEAR ENDING AUGUST 31ST, 1864.

COUNTIES.	JANUARY APPORTNM'T. 58 cts per child.	JULY APPORTNM'T. $1.14 per child.	TOTAL STATE APPORTNM'T Year ending Aug. 31st, 1864. $1.72 per child.
Alameda	$1,215 10	$2,443 02	$3,658 12
Amador	1,087 50	2,137 50	3,225 00
Butte	974 40	1,963 08	2,937 48
Calaveras	1,322 98	2,600 34	3,923 32
Colusa	259 26	509 58	768 84
Contra Costa	932 06	1,831 98	2,764 04
Del Norte	80 04	157 32	237 36
El Dorado	1,669 82	3,282 06	4,951 88
Fresno	18 56	36 48	55 04
Humboldt	406 00	798 00	1,204 00
Klamath	46 98	92 34	139 32
Lake	150 80	296 40	447 20
Los Angeles	1,376 34	2,705 22	4,081 56
Marin	464 00	826 50	1,290 50
Mariposa	497 64	978 12	1,475 76
Mendocino	457 04	898 32	1,355 36
Merced	160 08	314 64	474 72
Monterey	877 54	1,822 86	2,700 40
Napa	687 88	1,352 04	2,039 92
Nevada	1,270 20	2,616 30	3,886 50
Placer	1,107 22	2,176 26	3,283 48
Plumas	298 12	585 96	884 08
Sacramento	2,615 80	5,141 40	7,757 20
San Bernardino	621 76	1,222 08	1,843 84
San Diego	201 84	396 72	598 56
San Francisco	9,412 24	18,499 92	27,912 16
San Joaquin	1,816 56	3,570 48	5,387 04
San Luis Obispo	424 56	834 48	1,259 04
San Mateo	468 06	919 98	1,388 04
Santa Barbara	476 18	935 94	1,412 12
Santa Clara	2,344 94	4,609 02	6,953 96
Santa Cruz	928 00	1,824 00	2,752 00
Shasta	532 44	1,046 52	1,578 96
Sierra	598 56	1,187 88	1,786 44
Siskiyou	457 04	898 32	1,355 36
Solano	1,256 28	2,474 94	3,731 22
Sonoma	2,231 26	4,385 58	6,616 84
Stanislaus	287 68	565 44	853 12
Sutter	407 77	1,084 14	1,491 88
Tehama	331 18	650 94	982 12
Trinity	94 54	185 82	280 36
Tulare	484 88	953 04	1,437 92
Tuolumne	1,068 36	2,099 88	3,168 24
Yolo	881 60	1,732 80	2,614 40
Yuba	1,103 74	2,169 42	3,273 16
Totals	$44,404 80	$87,813 06	$132,217 86

INTERNAL REVENUE STAMPS ON SCHOOL REPORTS AND CERTIFICATES.—The following is a list of the stamp duties on the various school reports and certificates of school officers and school teachers:

	Stamp Duty.
Public School Teacher's Certificate	$0 05
Public School Teacher's Temporary Certificate	5
Public School Teacher's Oath of Allegiance	5
School Census Marshal's Report	5
Public School Teacher's Report	5
Report of District School Trustees	5
Trustees' Certificate of Election	5
Appointment of Public School Trustee	5
Public School Trustees' Report of Text Books used in Public Schools, made to the Superintendent of Public Instruction	5
Annual Report of County Superintendent	5
Bonds of Collectors of School Tax (District)	50
Bonds of Treasurers of School Districts	50
Leases of houses and lots for schools, for any term not exceeding three years	50
The same, exceeding three years	1 00
Agreements or contracts with contractors to build School-Houses and repair them, when there is a written agreement for that purpose—on every sheet	5
Agreements or contracts between Teachers and Boards of Directors (Trustees)	5

SCHOOL REGISTERS.—A new edition of State School Registers will be ready by the middle of August. County Superintendents will forward their orders accordingly. It is intended that a single register shall last an ordinary school at least three years. One year ago, an edition of twelve hundred registers was published. As there are only eight hundred districts in the State, there has been a wasteful use somewhere among the schools. County Superintendents are requested to instruct teachers to preserve their registers as public property, and not to use them for scrap books, or waste paper.

"BOARD INCLUDED."—Several letters of inquiry have been sent to this office asking the meaning of the heading in Teacher's and Trustees' Reports: "Monthly salary of teacher, board included." It simply means just what is expressed in the plain English, the gross salary paid to teachers. For example, if a teacher were paid $50 per month and board, and board cost $25 per month, the amount reported would be $75 per month. This is what "board included" means.

TO SCHOOL TRUSTEES AND SCHOOL TEACHERS.—The following form of an "Agreement between Public School Trustees and a Public School Teacher," has been sent, with other official blanks, to each Board of School Trustees in the State:

This Agreement, made the —— day of ——, one thousand eight hundred and sixty ——, between ——, party of the first part, and the Board of Public School Trustees of —— School District, in the County of ——, State of California, parties of the second part, *witnesseth:* That the said ——, who holds a legal Certificate, hereby agrees, for the consideration hereinafter stated, to teach the Public School in said District for the

term of ——, commencing on the —— day of ——, 186—; and the parties of the second part hereby agree to pay the said —— for services duly rendered as Teacher of said School, the sum of —— dollars for each and every month (of —— School days) in the manner following, to wit: by drawing an order on the County Superintendent of Public Schools for Public School moneys to the credit of said District, or by State bills, or subscription, or ——. *In witness whereof*, the parties have hereunto set their hands and seals, on the day and year first above written.

Witnesses:

[Seal.] Teacher.

[Seal.] } Trustees of Board.

It is very desirable that Trustees, in all cases, should make use of this blank, making a written contract with all teachers whom they engage. When a verbal contract only is made, disputes not unfrequently arise as to its terms, and the safest way is to make it in a business-like manner. The length of a school month should be carefully specified. There is no *legal* school month; custom decides it. In the cities a school month is reckoned as a calendar month, and monthly salaries are drawn in accordance. In many districts in the country four weeks, or twenty school days, are taken as a "month." When the salaries are kept down to $30 or $40 a month, it would be justice to reckon two weeks to a month. Let both teachers and Trustees insist on a written contract.

State Apportionment of School Funds.—The July apportionment of State School Fund amounted to $1 14 per child. The January apportionment for 1865 will probably amount to $1 50 per child. The reason of this seeming contradiction is this: in the School Bill introduced in the Senate as passed in the Assembly, Section 66 was amended by inserting *five months* instead of *three months*, thus making the section to correspond with Section 7. Senator Pierce, of Sonoma, moved to strike out the amended section, and the motion carried; thus leaving, in appearance, a contradiction between the two sections. As the law now stands, the Trustees are *required* and *commanded* to keep a public school open five months in the year, but there is no *penalty* for failing to do their duty. If they do not comply with the law, there is no help for it; the district receives its money if it keeps a school open *three* months in the year. The result of attempts to tinker the School Law by those who know nothing about it is beautifully illustrated.

Text Book Report.—The following report has been sent to each Board of Public School Trustees in this State, inclosed in an envelope, directed and prepaid. There is, therefore, no excuse on the part of Trustees for failing to forward it prior to the thirty-first of August. If Trustees do not know what text books are used in school, the report should be transferred to the teacher to fill out. If the State Series has not yet been adopted, the change must be made at once, or the penalty will follow at the next January apportionment of the School Fund:

Public School Trustees' Report of Text Books used in the Public School, in ——— District, County of ———, during the School Year ending August 31st, 1864.

Take Notice.—This report must be made directly to the Superintendent of Public

Instruction, addressed John Swett, San Francisco. Look on the back of this report for instructions.

State Series of Text Books.—Arithmetic: Eaton's Primary, Eaton's Common School, Eaton's Higher, Eaton's Mental. Geography: Allen's Primary, Cornell's Primary, Warren's Intermediate, Warren's Physical, Cornell's Outline Maps, Cornell's Map Drawing, Guyot's Manual of Physical Geography, Guyot's State Map Drawing, Guyot's Wall Maps. Grammar: Greene's Introduction, Quackenbos' English Grammar. Readers: Willson's Series, entire, Willson's Primary Speller, Willson's School and Family Charts. Physiology: Hooker's Elementary, Hooker's Larger. History of United States: Quackenbos' (recommended).

Text Books used in School.—Arithmetic, Geography, Grammar, Readers, Physiology, History, Other Studies.

Instruction to Trustees.—Section 50 of the School Law reads as follows:

SEC. 50. The State Board of Education shall have power to prescribe and adopt a uniform series of text books in the four principal studies pursued in the public schools of the State, to wit: Arithmetic, Geography, Grammar, and Reading; and no school district shall be entitled to its *pro rata* of public moneys unless such text books as prescribed by the State Board of Education shall be adopted and used in school; *provided*, that the Superintendent of Public Instruction may, for good reasons, exempt any district from the penalty so imposed whenever the Trustees of such district shall make a written statement to him, giving the reasons for asking such exemption; and, *provided*, further, that the provisions of this section shall not take effect until the first day of September, one thousand eight hundred and sixty-three.

This law the Superintendent of Public Instruction is determined to strictly enforce.

Section 6 of the Supplementary School Law reads as follows:

SEC. 6. Orthography, Reading, Writing, Arithmetic, and Geography shall be taught in all public schools; and in each school above the grade of primary, there shall also be taught English Grammar, History of the United States, and Physiology and Hygiene; and, in such schools as the Trustees may direct, Algebra, Geometry, Drawing, Natural History, Astronomy, and the elements of Bookkeeping, or such of these studies as the Trustees direct, shall be taught, and the State Board of Education shall adopt a text book on Physiology and Hygiene.

Have you complied with this law?

Report of Public School Trustees of —— District, County of ——. We, the undersigned, Public School Trustees of District and County aforesaid, certify that the within is a true statement of the text books used in the public schools of said district.

} Public School Trustees.

ELECTION OF PUBLIC SCHOOL TRUSTEES.—On Saturday, August 6th, one School Trustee is to be elected in each School District in the State, for the term of three years. All appointments by County Superintendents to fill vacancies expire with the end of the year, and elections will be ordered to fill such places. The office of a School Trustee is an important one. The success of the school depends in a great measure on the character of the men who hold the place. Let every citizen who feels any interest in public schools leave his business, go to the polls, and work and vote for the best man. Let teachers stir themselves, too, and show themselves men among men. Certificates of election are subject to a five-cent internal revenue stamp.

Resident Editors' Department.

THE FOURTH IN THE CITY.—Nature made up the last "Fourth" expressly for the celebration. In the bracing air and clear sunlight of the morning, the whole city blossomed out with National flags. The city was turned into the streets—fathers, mothers, boys, girls, babies, and dogs. The valiant militia-men were out in full feather. The procession was two miles long, and good the whole length. The Public Schools turned out *en masse*. First a wagon train, not quite as long as that of the Army of the Potomac, filled with white dresses, trimmed with red ribbons, and surmounted by the prettiest faces ever seen floating around in gauze clouds. A full regiment of embryo-school fighting men marched in a soldierlike manner, with flags and banners flying and drums beating. "We are coming, Father Abraham!" was one of their mottoes. "Marching on!" they are to a patriotic manhood. The Board of Education complimented the boys by marching on foot along with them. Assembled in the theater, the girls and boys sang national songs to the delight of the vast audience, with a gusto which was expressive of the fact that they fully indorsed the words of their song: "Cursed be the hand that our Union would sever!" We close our brief notice by quoting, from the *Morning Call*, an article by a pioneer educational man whose heart is sound on everything relating to schools:

The School Children in Procession.—Less than fourteen years ago the first procession through the streets of San Francisco, in which the scholars participated, was particularly grateful to the eyes of citizens, in consequence of the presence of about one hundred and fifty children, pupils of the first public free school of this city. It was a sign of progress. To people mostly a long way from home and all its kindly influences, the presence of those young, fresh faces, was akin to the opening of their own doors and the coming forth of the little ones they had kissed and left behind them when starting for this then strange and far *Ultima Thule*. All who looked beyond the first crop of gold saw, in that little band, the May Flower children of the Occident, the germ of a new civilization, the nucleus of our educational system destined to a high and noble eminence. It was indicative of Caucasian progress, twin to the institutions of the Church and the Press. Since then the standard has been borne onward. "Excelsior" has been the motto, and on Monday there were regiments of school children in the procession, orderly, neatly dressed, marching joyously along amid clouds of rustling flags and banners. Our race is self-reliant, self-regulating, thoroughly capable of organizing government and order from the most discordant materials. Its executive ability is beyond cavil. Deep planted in their minds they carry the necessity of organ-

ization. It is the first principle of their faith. The School, the Church, and the Printing Press are the reliable instruments of civilization. They are all spontaneous, all volunteer organizers. They go with the pioneer. They accompany our armies. They travel with the emigrant. They take root in whatever soil our people tread, as if indigenous. By the banks of the St. Croix, by the shores of Michigan, on the prairies of Illinois, or by the waves of the quiet Pacific, these our Penates travel and domicile with us, and to them our earliest offerings are given. No man who loves his country and the race, could look upon that great band of joyous little fellows, into whose keeping the destinies of our State are soon to fall, without a swelling of the heart which honored his patriotism. There were the soldiers, the historians, the statesmen who are to guard our dust, defend the institutions we bequeath, and chronicle our biographies when we can guard them no more. God bless the schools and the little children!

THE ALAMEDA COUNTY TEACHERS' ASSOCIATION—Met last week at San Leandro, and held a pleasant session. Excellent essays were read by Misses Kimball and Fowler, and by Mr. W. K. Rowell. The State Superintendent of Public Instruction delivered an evening lecture, and urged the teachers to establish a County Library. Measures were taken accordingly. What county will rank as the sixth? County Superintendent Seymour is determined to make Alameda County second to none in the State in school matters, and the teachers seem disposed to back him up handsomely.

ST. IGNATIUS COLLEGE.—The closing exercises of the fifth annual commencement of this College were held on the evening of the first of July, in the basement hall of the College on Market Street. Only invited guests were allowed to enter, yet the large rooms were densely packed by a quiet and well-behaved audience. The tragedy of "Saul" was the best piece of acting we have ever seen in any school, public or private. Francis Leonard, a graduate of the City High School, and son of Mr. Leonard, Principal of the Mission Grammar School, personated "Saul" in a manner worthy of his antecedents. He also bore off any number of medals and premiums for good scholarship. We wish the TEACHER afforded room for a more extended notice.

WARM SPRINGS DISTRICT.—The citizens of this district in Alameda County have built a beautiful school-house by subscription. State Superintendent Swett lectured there not long since, and a handsome contribution was taken up for the purpose of buying Willson's Charts, and other school apparatus. So the good work goes on.

NAPA YOUNG LADIES SEMINARY.—Prof. Pioda, for many years teacher of languages and music in Miss Atkins' Seminary at Benicia, has established a Seminary at Napa City. Miss Julia Rappleye, formerly a teacher in the public schools in this city, and afterwards in Miss Atkins' Seminary, and Miss Carrie A. Smith, of Benicia, will take charge of the English department. Both of these teachers have an enviable reputation for ability and success. In his own department of Instrumental Music and Modern Languages, Professor Pioda has probably no superior in the State, and from his well-known business capacity it is safe to predict the school will be made successful. We take pleasure in recommending this new institution to the attention of parents who desire to send their girls to a boarding school, confident that it offers very supe-

rior advantages. Napa is noted for its healthful climate, beautiful scenery, sulphur springs, mineral waters, great white crops, fine farms, and a good County Superintendent of Public Schools. The first session of this new school opened on Wednesday, July 20th, 1864, to continue twenty-two weeks.

EDUCATION IN KANSAS.—We acknowledge the receipt of the Third Annual Report of the Superintendent of Public Instruction, Hon. Isaac T. Goodwin, of the State of Kansas, for the year ending December 31st, 1863. It is the work of a man thoroughly in earnest, and exhibits sound judgment and a thorough comprehension of the educational work of that State. He says: "If, with one-seventh of our population in the army; with the excitement and danger of guerrilla raids, we can show continual progress in the work of education, no higher compliment can be paid to the virtue, intelligence, and heroism of our citizens; and truly we can 'thank God and take courage.'" And he *does* report progress: whole number of children enrolled, 16,603; number of teachers employed, 400. Kansas has wisely provided for an annual State school tax of one mill on the dollar, just twice the State tax of California. We pass by many things which deserve to be noticed, and quote the Superintendent's remarks concerning the National Teachers' Convocation, just to show what material he is made of:

The National Teachers' Association, at Chicago, August 5th, 6th, and 7th, 1863, was attended by 1,500 teachers—500 males and 1,000 females. Save the Pacific States, Delaware, and New Jersey, every loyal State was ably represented. There were congregated the first minds of the nation, consecrated to the great work of teaching. Never before has such a body of educators assembled in one place. To have looked upon that body of men and women, in whose hands perhaps, more than any other, are placed the destinies of the nation, would have exhilarated any loyal heart. A glance at those faces of intelligence—those eyes, sparkling with the fires of intellect—those brows, indicative of thought and mental culture, would satisfy any one that the teachers of this nation have become a *power*. From beginning to end, their speeches teemed with loyalty to the Government; there were no discordant sounds; they had the true ring for freedom, and, as a matter of course, went in for the education of the whole people. No copperheads in the convention! I could but believe that, with *such* instructors, our Nation and our Government are safe; that the great experiment of a free government is not destined to prove a failure; that from the present gigantic struggle of the nineteenth century our nation will come forth stronger, and by the great powers of the earth more respected than ever—that she will become a world-wide educator, before whom the nations of the old world will bow most gladly, to receive instruction in the great principles of free thought, free speech, and a free government!

THE STATE NORMAL SCHOOL—Opened on the sixth of July, with fifty pupils, and now numbers sixty. The senior class consists of twenty-five members, nearly all of whom have had more or less experience in teaching. A fine opportunity offers for any teachers who may desire to take a six months' course.

FIZZLED OUT.—Up to this date, the editors of the TEACHER have received less than a hundred single subscriptions from the teachers of the State. Last year the number was five hundred. What does it mean? Do teachers intend to borrow the Trustees' copy? This year $125,000 more money than was ever raised before by taxation will go into the pockets of teachers. Are they too

poor to contribute one dollar each for the purpose of supporting a professional organ? We remind the Clerks of the Boards of Trustees that the law requires them to keep their TEACHERS filed with the record papers in their hands, and caution them to beware of *lending*. Any teacher, with a salary of $50 or $100 per month, who is too mean to take the CALIFORNIA TEACHER, would not hesitate to *hook* the first copy he could lay his hands on, even if it were public property.

A GOOD EXAMPLE.—At a late meeting of the Board of Education in this City, the Committee on Salaries and Judiciary made the following report, which we commend very particularly to Boards of Trustees who believe that the cheapest teachers are the best:

Report.—Your committee have duly considered the propriety and feasibility of increasing the present rates of teachers' salaries, and we beg you to believe that we have not arrived at our conclusions hastily, although we had to endure for the past six weeks the murmurs of the female teachers, and the advice and petitions of their numerous friends. In establishing the present rates of wages, your committee were not ignorant of the facts set forth in the petition sent to the board, and signed by nearly 3,000 citizens. That the cost of living has been greatly enhanced, our personal experience in the matter rendered fully apparent; but, whilst we were disposed to grant salaries that would have proved satisfactory to the teachers, we deemed it to be our duty to reserve the additional funds in the case required, for providing enlarged school accommodations. The spirit of discontent manifested by many of the teachers, who complain of the insufficiency of their wages, will, if continued, lessen their usefulness in the school-room; for it is essential to the healthy progress of every school that the teacher should be zealous, efficient, and cheerful—so that the pupils may not only find her to be the dispenser of daily rations of reading, writing, and arithmetic, but also the living example of whatever is true, good, and beautiful in religion, in manners, and in knowledge. The welfare of nearly 6,000 children in our schools, whose characters are being daily molded in the school-room, demands that we should do our utmost to put every teacher in the most serene and cheerful frame of mind. To show that we desire such a condition of circumstances, and that we appreciate the exhausting labors of the school-room, we would now most cheerfully recommend an increase of salaries. This can be done now without detriment to the interests of the hundreds of children in the city, for whom the board has recently been striving to secure the proper school privileges.

The dilemma which would have arrested the committee has happily been removed by the unexpected addition of $10,000 to the school revenue of next year. According to the best means of information obtainable, the next semi-annual apportionment of the State School Fund, due in July next, would be $9,000; but now it has been ascertained that this city would realize $19,000 from this source. Of this sum we recommend that $5,000 be added to the account of the teachers' salaries. This addition will not realize the expectations of the teachers, nor satisfy the views entertained by those citizens whose petition on behalf of the teachers was presented to this Board. Despite of this, however, your committee are of opinion that the salaries, if increased as proposed, will be found on inquiry, to be as liberal as those obtained by teachers in many other parts of the United States. At these rates of remuneration our School Department will not fail to secure for our schools the best of professional talent that our own State or the Eastern States can afford.

The following table shows in the first column the amount of salaries as adopted in May, 1864—the second, the scale in July, 1864:

	Per Annum.	
Principals of High Schools	$2,400	$2,500
Teacher of Natural Sciences	2,400	2,400

Teacher of Ancient Languages	$2,400	$2,400
Female Assistant	1,200	1,200
Principal of Grammar School	2,100	2,100
Principal of Primary School	1,000	1,020
First Assistant of Grammar School	900	960
Special Assistant of Grammar School	800	870
First Assistant of Primary School	800	870
Assistants of Grammar and Primary Schools	750	810
Pupil Teachers, one year's experience	600	600
Pupil Teachers, less than one year's experience	500	500
Principal of Model School	900	960
Principal Chinese School	900	960
Principal Colored School	1,000	1,050
Principal Eighth Street School	800	840
Principal Hayes' Valley School	900	960
Principal Montgomery Street School	800	900
Principal Mission and Second Street School	800	900
Principal Fourth Primary School	1,500	1,500

EXAMINATIONS.—As a hint to Examiners, we quote the following from a New York report:

State and National Government.—On this subject I found teachers very deficient. I have drilled them thoroughly in this department—taking up Town, County, and State Officers; their duties, terms of office, and mode of election; distribution of the powers of government, and limits within which those powers are exercised; the divisions of the State with reference to the departments of State government—all these subjects, and many more of a like nature, I have made topics of examination and instruction to teachers, and I already perceive the good effects springing from my efforts in this direction. A teacher rarely now comes to me for examination without having first procured some good work on this subject, and thoroughly read it. I have recommended to teachers "Young's Government Class Book." The ladies, in many instances, combatted this course of examination: but I have persisted in it with both males and females, and they have finally yielded. The fair teachers now apparently excel the gentlemen in this department. They seem to relish political knowledge; the breaking away of legislative restraints, is opening new visions to their ambition, and in this direction I have not dampened their hopes. If the effect shall ultimately lead to a better appreciation of the value of their labor, I shall not be disappointed.

WILLIAM H. WELLS.—This distinguished educator has been compelled to resign the office he has honored so long as City Superintendent in Chicago, and henceforth promises himself easier work, with more money, in other fields of labor. The Chicago papers of June 8th contain the announcement in the following terms:

The Resignation of William H. Wells, Esq.—Yesterday, at the meeting of the Board of Education, William H. Wells, Esq., the Superintendent of the Public Schools of Chicago, resigned his office, the resignation to take effect at the close of the present school term. We understand that he resigns the post of School Superintendent to take charge of the Illinois Branch Office of the Charter Oak Life Insurance Company. As was felt by all, the retirement of Mr. Wells is a calamity to the public schools of Chicago. Able, accomplished, and thorough in all things, he understood a courtesy that reached all hearts, and a firmness that commanded universal respect. He is a man among thousands, and difficult indeed will it be for the board to find any person to succeed him who will bear himself in office as honorably to himself and so satisfactorily to the public.

William Harvey Wells is a native of Tolland, Connecticut, where he was born in February, 1812. He has been a teacher from his boyhood. The son of a farmer, he had only an opportunity of attending a district school during the winter months, and at last was able to attend two successive terms at Vernon Academy, under the instruction of Theodore L. Wright, who, discerning the capacity of his pupil, urged him to prepare for college. This was not so easily done in those days; but young Wells, imitating the example of other men, attempted the task of hiring out as teacher of the district school at ten dollars a month during the winter seasons, and attending the preparatory schools during the other seasons, and would have succeeded but his eyesight failed him. He continued to teach, and after some time obtained admission to the Teachers' Seminary at Andover, in which institution he so won the confidence and secured the approbation of the Principal that he was selected as an Assistant, and assigned to the charge of the Model Department. Here he was training others, and at the same time trained himself for the high duties he has subsequently performed. It was here that he undoubtedly acquired that thorough and practical knowledge of his profession for which he is so remarkable. In 1847, he was appointed Principal of the "Putnam Free School" in Newburyport, Massachusetts, but spent one year in conducting Teachers' Institutes and other nominal duties in Rhode Island, New Hampshire, and Massachusetts. He remained six years in the Putnam Free School, and so organized it as to make it the leading school of its kind in that section; and he then devoted two years to a like successful organization of the Westfield State Normal School. During all this time he took an active interest in all things pertaining to educational matters—possessing the confidence and the esteem of all engaged in that occupation; and was so engaged when in June, 1856—eight years ago—he was offered the post of Superintendent of the Public Schools of Chicago. His successful career here is well known. His ripe experience, covering every grade of the profession, his laborious researches and study, his clear comprehension of the principles of justice and truth, his successful efforts to encourage and support the teachers in the discharge of their duties, and his fidelity to his obligations to the public as an agent, and his remarkable skill as an administrative officer having a widely-varied range of duties—all these qualities render him a public servant to be cherished and respected. In addition to these qualities are to be reckoned his admirable personal characteristics. Industrious, studious, and scholarly, honorable in all things, pleasant to everybody, master of himself at all times, he stands among teachers to-day second to no one as an educator.

We have had personal knowledge during several years of the trials and labors to which he has been subjected, and know whereof we speak when we say he has always proved equal to the emergency. Attempts at times have been made to force him into politics, as a Superintendent; but entertaining his own political views, he refused to be an instrument in converting the public schools into partisan gatherings.

Considering the good fortune Chicago has enjoyed at having such a Superintendent at the head of the Public Schools, and the difficulty of supplying his place with another his equal, it may well be said that his resignation is a calamity to the schools.

In another Chicago paper of June 15th we find the following Resolutions which were unanimously adopted by the Board of Education:

Resolved, That this board closes its connection with its esteemed Superintendent, W. H. Wells, Esq., with the deepest regret, and can but regard his retirement from the position which he has so long and so creditably occupied, as a great public misfortune.

Resolved, That during the eight years of his connection with our school system Mr. Wells has ever shown himself equal to the duties of his office; patient and studious to seek out and to commend the best methods of instruction, conscientious in the administration of affairs, ever kind and gentlemanly in his deportment, and carefully excluding the discussion of all controverted topics, both political and religious, so that under his efficient and watchful care our school system has been constantly improving, and our schools steadily gaining in the confidence of educators both at home and abroad.

Resolved, That the confidence of the board in Mr. Wells, both as a man and a public school officer, was never greater than it is now; and while we deeply regret his impaired health, he will bear with him into his new field of labor not only our hearty good wishes, but the confidence and respect of the entire community.

Nothing that we on this coast could add can have the force of these parting words. We cannot, however, allow the occasion to pass without thanking Mr. Wells for what he has done in the educational world, and giving him a hearty good-by as he steps down from the leadership of the teachers' hosts to be lost among the business men of the Garden City. We hope he will be as successful in his new career as he has been in the past.

COMMENCEMENT DAY AT THE SANTA CLARA COLLEGE, S.J.—We had the pleasure of attending the evening exercises of this institution, at Santa Clara, June 27th. A large number of visitors from this city was in attendance, and the spacious hall of the College was crowded to its utmost capacity. The College has the most complete and the costliest set of chemical and philosophical apparatus of any institution in the State, and some brilliant experiments with galvanism, illustrating light and motion, were made by the Professor of Chemistry, assisting the pupils. The entire play of "Henry the Fourth" was presented by the students in a most creditable manner, both in regard to costume and acting. This College is undoubtedly the best equipped institution in the State in respect to buildings, grounds, apparatus, and the several appliances generally. The buildings are beautiful and extensive; the school-rooms are arranged and furnished in the most approved modern style; the grounds are well laid out for comfort and health; a good gymnasium is provided, and all that taste and money can procure seems to have been provided. While we are disposed to criticise some things in the course of education pursued there, we gladly recognize the excellence of others. The Santa Clara College is one of the leading institutions in the State. More money is invested in its grounds and buildings than in all the public school-houses in the State, excepting the City of San Francisco.

PERSONAL.—Prof. George W. Minns has been elected Principal of the new Boys' Classical and English High School in this city. Prof. Minns is well known throughout the State to teachers and educational men as an accomplished lecturer, a profound scholar, and an able writer, as his contributions to the pages of the CALIFORNIA TEACHER bear witness. He was for eight years connected with the English High School, as teacher of Natural Sciences; and for his arduous and untiring labors in the cause of education, he richly merits the highest position in the public schools in the State. The election of Mr. Minns was an appointment eminently fit to be made. Ellis H. Holmes, Esq., formerly Principal of the English High School, has been made Principal of the Girls' High School. Theodore Bradley, Principal of the Denman Grammar School for the past three years, has been promoted to the position of teacher of mathematics in the Boys' High School. Mr. Bradley's scholarship and habits of study eminently fit him for the place. James Denman has been appointed Principal of the Denman Grammar School. Mr. Denman was the founder of

this school in 1852, and remained its Principal until 1857, when he resigned on account of ill-health. He was then elected City Superintendent of Public Schools for the term of two years, after which he passed two years in traveling in the Eastern States and in Europe. He now returns to take charge of his old school, in the best public school-house on the Pacific Coast. Having taught in early times in the meanest shanties that ever held a school, he will fully appreciate the advantages of the present edifice. It will be seen from these appointments that the present Board of Education fully recognize the policy of giving the best places to old and experienced teachers, who have borne the burden and heat of the day, and who assisted to lay the foundation of our public schools in the sand-hills of the city in early days. It is the policy of good common sense, and is a rebuke to some would-be reformers, who depreciate old and veteran teachers, and exalt the latest new broom.

Academy of Notre Dame, San Jose.—The closing exercises of this large and flourishing Seminary for females were held June 28th. The attendance was limited to invited guests, yet the large hall of the school was crowded to its utmost capacity. The "Drama of St. Agnes" was presented in a manner worthy of the reputation of the school. The instrumental music was excellent, showing a remarkable degree of proficiency. The exhibition of needle-work and fancy work was fine. The whole building is a pattern of neatness and good order. While we most decidedly prefer our American system of education for girls, we find much to commend in institutions of this character.

Pacific Methodist College, Vacaville.—We have received from the President, Rev. Wm. T. Lucky, the annual Catalogue for 1863–4, from which we learn that one hundred and ninety students have been in attendance during the last year. The Senior Class numbers four; the Junion Class, ten; the Sophomore Class, four, and the Freshman, thirteen, besides forty-three who are put down as "elect."

Book Notices.—We have received the following:

In Memory of Thomas Starr King; a Discourse given to his flock in San Francisco, Sunday morning and evening, May 1st, 1864; by Henry W. Bellows. From A Roman & Co. pp. 47.

A genial, quiet talk with the congregation whose beloved pastor's familiar voice shall never be heard again. Our readers will be glad to sit down with Dr. Bellows, and learn what he thought of his much loved-friend.

History of the Administration of President Lincoln: including his Speeches, Letters, Addresses, Proclamations, and Messages, with a preliminary Sketch of his Life. By Henry J. Raymond. New York: Derby & Miller. San Francisco: H. H. Bancroft & Co. pp. 496.

Whether Mr. Lincoln is the wisest or meanest, ugliest or handsomest, most honest or most corrupt of men, he has certainly said and done a great many things that have affected and will always affect our country. It is important, therefore, that we should know just what he has said in the past four years when he wished to be heard by the world; and this book tells us. Hence it

will be convenient to have it in the family. Our secesh friends will find in it things a great deal more likely to stir up their angry passions than any words we have spoken in the first volume of the TEACHER—which will not be improving to them we fear—and our Union friends will find in it things which are a little dull perhaps, because in his formal papers the President seems to be very rarely "reminded of a little story." For ourselves, who stand only upon the platform—by whatever name it is called—which supports universal education, we adopt of this volume that passage which seems to us most truly to present the real spirit with which men should live in these sad days. It makes no special difference *who* spoke the words; we need only say they were first uttered at Gettysburg:

"Four score and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that Government of the people, by the people, and for the people, shall not perish from the earth." (p. 381.)

STUMBLING BLOCKS. By Gail Hamilton. Boston: Ticknor & Fields. San Francisco: A Roman & Co. pp. 435.

In somewhat more stately mood than usual for her, Gail Hamilton herein assays to remove from the Christian pathway some of the stumbling blocks which interfere with rapid progress among the pilgrims Zionward. She talks of "The fitness of Things," of "Prayer Meetings," of "Amusements," of "Controversies," of "God's Way," of "Praying," of "The Law of Christ," and of many other things. As a "taste of her quality," we give the following, whose moral will not be lost on the teachers who read this journal, whatever may have been its effect on the ministers for whom it was written:

"I wish, too, our clergymen would look a little more carefully to their language and pronunciation. In these things they should be an ensample to their flock. 'If gold ruste, what should iren do?' Yet they often help to vitiate rather than preserve or purify the good old well of English undefiled. How often is 'taught him' transformed and deformed into 'taught 'im.' 'And yet' does duty as 'an' jit.' 'Made use of' would hardly be recognized if spelt as it is sounded—'may juice of.' 'Blessed union' is flattened out into 'blessy junion.' * * * Was an orthodox minister ever known to use the word 'wife' in the pulpit? From the manner in which he steers around it, one might suppose that its utterance was under a ban. Your 'consort,' 'companion,' the 'partner of your joys,' or 'sorrows,' or 'bosom,' is recognized, but nobody ever prays for your 'wife.' Why is it not just as well to say that Mr. A. will preach in the

afternoon, as in the 'after part of the day?' Why not say that the man whose life you are sketching was *married* at such an age, rather than that 'he entered into the marriage relation?' Why shall we not hear in the pulpit our own tongue in which we were born? If dignity cannot stand Anglo-Saxon, so much the worse for dignity. Good, simple, common, honest, racy, idiomatic words and phrases are not only the strongest, but often the most eloquent." (p. 143.)

A HISTORY OF NEW YORK, from the Beginning of the World to the End of the Dutch Dynasty; containing, among many surprising and curious matters, the unutterable ponderings of Walter the Doubter, the disastrous projects of William the Testy, and the chivalric achievements of Peter the Headstrong; the three Dutch Governors of New Amsterdam; being the only authentic history of the times that ever hath been or ever will be published. By Diedrich Knickerbocker. New York: George P. Putnam. San Francisco: H. H. Bancroft & Co. pp. 528.

The only notice necessary of this wonderful historical work in this age of the world is to announce its appearance in this most tasteful little volume, whose dainty appearance compelled us to sit down and read every page once more. We recommend this edition to every one of the sons of New York in all the Golden State.

SEVEN STORIES, WITH BASEMENT AND ATTIC. By the author of "My Farm at Edgewood." New York: Charles Scribner. San Francisco: H. H. Bancroft & Co. pp. 314.

This is a pleasant summer book, made up in part of sundry magazine articles, and in part of sketches from the notebooks of the author. The somewhat fanciful title gives no clue to the character of the work. While it is an agreeable thing to turn over these pages of well-written English, we should hardly be disposed to put this volume on the same shelf with the Reveins, Dream Life, or the Edgewood Farm.

ILLUSTRATIONS OF UNIVERSAL PROGRESS; a Series of Discourses by Herbert Spencer. New York: Appleton & Co. San Francisco: A. Roman & Co. pp.

This volume is another production of that wonderful mind which is now giving the world a series of the most remarkable discussions of the times. This is a reprint, from the English periodicals, of the first of a series of papers, the second of which is now in press. Herbert Spencer is known to the reading class of teachers in this State by his work upon Education, and does not require any commendation from us; that book has been indorsed by the leading English and American journals, and by the foremost of American teachers through the entire country. President Hill, of Howard, says: "It contains more good sense in a smaller compass than any book on education we have ever seen." Geo. B. Emerson says: "It should be in the library of every teacher." Starr King said: "It is masterly and valuable beyond all other books on the theme." A hundred others have said in substance the same thing. This is sufficient for one book; and no earnest teacher will neglect to read it after such praise. No teacher who has read that volume, will fail to read this one, if he can procure it. There are thirteen articles in this volume, and nearly all of them point in one direction, or bear relation to one grand theme—EVOLUTION. In the American notice of his New System of Philosophy, a single paragraph

concisely and beautifully expresses the thought which underlies all his writings, as follows:

To Mr. Spencer, the one conception which spans the universe and solves the widest range of its problems—which reaches outward through boundless space and back through illimitable time, resolving the deepest questions of the mind, society, history, and civilization—which predicts the glorious possibilities of the future and reveals the august method by which the Divine Power works evermore—this one, all-elucidating conception is expressed by the term *Evolution*. To this great subject he has devoted his remarkable powers of thought for many years, and stands toward it not only in the relation of an expositor, but also in that of a discoverer.

Every teacher, who will read the writings of Spencer in earnest, *must* be strengthened by them; and no one can rise from these profound studies without feeling at least "a wiser," if not "a better man."

LIFE AND TIMES OF BENJAMIN FRANKLIN. By James Parton. Vols. I and II. pp. 627, 706. New York: Mason Brothers. San Francisco: H. H. Bancroft & Co.; A Roman & Co.

Biographies are not unfrequently dull collections of facts; but Parton has the art of making them readable. The readers of his "Andrew Jackson," "Aaron Burr," and "Benjamin F. Butler," will be prepared to find in these volumes a rich store of valuable information, conveyed in the raciest possible style; and they will not be disappointed. The chapters treating of Franklin's mission in Europe, and the aid rendered by the French Government in the earlier days of the Revolutionary War, are full of rich historical information, much of which is new, and all of which every teacher ought to know. We quote an extract in the body of this month's TEACHER.

LIFE OF WILLIAM HICKLING PRESCOTT. By George Ticknor. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 458.

The magnificent edition of Prescott's Life gotten up for the purpose of proving that Boston cannot be surpassed in mechanical excellence of type, binding, etc., having accomplished its work, the publishers have issued an edition containing precisely the same "life," in neat form, and at such a price that the masses can obtain it. The subject posseses peculiar charms for all that host of readers who have been delighted and instructed by Prescott's works, and the story of what a man can do under difficulties, could not have been told in better English, or in more graceful terms.

THACKERAY, THE HUMORIST AND THE MAN OF LETTERS. By Theodore Taylor, Esq. To which is added "In Memoriam." By Charles Dickens; and a Sketch, by Anthony Trollope. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. 242.

This book contains many incidents of much interest to the general reader concerning the great writer whose death has recently saddened thousands of hearts wherever the English language is spoken. It is an unambitious attempt to place the man before us, and to illustrate his real character by extracts from his varied works as well. We commend it to our readers, as containing in readable form and in small compass many things that will interest them after the day's hard duties are done.

NINETEEN BEAUTIFUL YEARS; or Sketches of a Girl's Life, written by her sister, with an introduction by Rev. R. S. Foster, D.D. New York: Harper & Brothers; San Francisco; H. H. Bancroft & Co. pp. 241.

This class of books is by no means a favorite with us; but if we must have Sunday school biographies it is well to have them written in the best way. This story of a life is touchingly told, and will be read with a feeling altogether unlike that which accompanies most works of the kind. We have marked two passages for the boys and girls who look over the CALIFORNIA TEACHER. The first will remind them that their experience of the first school years has had a parallel thousands of miles away; while we hope the second will induce them to make present school days better by imitating the example herein recorded:

Until she was eight years old her mother and the grand old Mother of us all were her only teachers. So well pleased was she with their instructions, and so loth to increase the number of her preceptors, that at the beginning of her school-life she manifested but little zeal in the pursuit of knowledge, and was not in the least ambitious. Unaccustomed to mental application, and loving shady nooks in the garden better than the rough bench at school—caring for birds instead of books, and more familiar with rambling than reading—it is not strange that her first summer at school was a solemn and unhappy season to the little girl, notwithstanding the efforts of her kind teacher to make the time pass pleasantly. Many times each day did tears fall upon the pages of "Pinneo's Primary Grammar," especially where that most uncompromising "list of prepositions" stands arrayed. Often, with the weary foot moving to and fro as time-keeper, have I seen the little tear-stained face turned aside, while in whispered tones she "went through the A's:" "About, above, across," etc. But the mysteries of "Long Division" were her "Slough of Despond" that summer. Often, passing through "mother's room" when study hours were over, I have seen Mary sitting by her side and listening attentively, while her brightening face told that the problem was growing clear to her through the explanation of the only one who never grew tired of the little girl's importunities for help. Once she came bounding out of this room with glowing cheeks, and the brightest smile that she had worn in many days, exclaiming: "Oh, Frank! mother says if I learn to write well, and learn grammar, geography, and something about arithmetic besides, I needn't go to school any more in all my life, if I don't feel like it."

Many pupils seem to regard school regulations as arbitrary strictures unjustly imposed, which must be observed, from motives of policy, while the teacher's eye is upon them, but which are to be utterly disregarded when they are left to act their own will. The fact is painful that it is rare to find a school-girl who will not, under any circumstances, break the smallest regulation: for example—who will not violate the rule that no communicating shall be permitted, by motioning to a fellow-pupil, to point out the lesson for the day, or to pass a book from the opposite side of the desk. Mary never did even this. To her conscience the word "communication" included all means by which an idea might be conveyed from one mind to another. Surrounded by thoughtless girls, many of whom would speak without permission when they felt sure of escaping detection, she would shake her head, deeming that no violation of rule, since it was but an attestation of her unswerving allegiance to authority. And when, as was occasionally the case, some friend who very seldom transgressed would, in an exigency, make some inquiry of her unpermitted, she would look up regretfully, then, with a smile, would lay her finger on her lip, and cast her eyes upon her book again. Yet, though so rigidly adhering to her views of right, she was so cordial, so helpful toward her schoolmates, so merry in play-hours, that she never inspired the feeling of coldness so often manifested toward the decidedly "good girls" of a school.

PATRIOTISM, AND OTHER PAPERS. By Thomas Starr King, with a Biographical Sketch by Hon. Richard Frothingham. Boston: Tompkins & Co.; San Francisco: A. Roman & Co. pp. 359.

To us who have known and honored the lamented author of these papers, and who would so gladly welcome the appearance of the works which have made his name the dearest to the people of this Pacific coast, it hardly seems a kindness to go back and gather up these first efforts of Mr. King. They would be excellent, if we had not known how much better he thought and spoke in after years. We have in this volume the germ of his splendid orations upon Washington and Patriotism, and various articles which he contributed for the "Rose of Shannon," and the "Universalist Quarterly." Of course, we are glad to get these papers, because of the hand that wrote them; but we are by no means willing to have his powers judged by what the reader will find in these pages.

MAN AND NATURE: or Physical Geography as modified by Human Action. By George P. Marsh. New York: Charles Scribner; San Francisco, H. H. Bancroft & Co. pp. 549.

No American is better fitted by culture to produce a work worthy to live than the author of this valuable volume. He sets forth its object in the first few words of the preface: "To indicate the character, and, approximately, the extent of the changes produced by human action in the physical conditions of the globe we inhabit; to point out the dangers of imprudence and the necessity of caution in all operations which, on a large scale, interfere with the spontaneous arrangements of the organic or the inorganic world; to suggest the possibility and the importance of the restoration of disturbing harmonies and the material improvement of waste and exhausted regions; and, incidentally, to illustrate the doctrine, that man is, in both kind and degree, a power of a higher order than any of the other forms of animated life, which, like him, are nourished at the table of bounteous nature." We have not space for such a notice in this number as shall do justice to the manner in which these objects are carried out; but we advise every thoughtful teacher to procure the book, and see for himself. We would especially urge those concerned in organizing teachers' libraries in the various counties of the State, to put down this volume as worthy of a place among the first purchases to be made.

THE FIRST THREE BOOKS OF XENOPHON'S ANABASIS; with Explanatory Notes, etc. By James R. Boise. New York: D. Appleton & Co.; San Francisco: A. Roman & Co. pp. 268.

This new edition of the Anabasis is designed exclusively for students who are preparing for college. The type is clear, and the notes are just about the thing for use, so far as we can judge. If there were an immediate probability that the State Board of Education would select some Greek text for use in our public schools, we should devote more attention to the merits of Prof. Boise's book. For the present, we need only direct the attention of our classical teachers to this new help for their students.

THE

CALIFORNIA TEACHER.

SEPTEMBER, 1864.

Vol. II.] SAN FRANCISCO. [No. 3.

[For the California Teacher.]

THE CONSTITUTION AND GOVERNMENT.—No. 3.

THIS Constitutional Convention, it will be remembered, was not a convention of delegates from the people, nor from the States, with representation according to population, but of independent sovereign States; each having only one vote, without reference to the number of persons sent by the State to cast it. Delaware had the same vote and power as either Pennsylvania or Massachusetts. Rhode Island was not represented in it, and two of the three New York delegates left during its proceedings, and refused to participate further—Alexander Hamilton alone being left to represent that State. Two delegates from Massachusetts, one from New Jersey, two from Maryland, four from Virginia, two from North Carolina, and two from Georgia, refused to sign the Constitution when it was completed; and New York did not accept it until July, 1788; North Carolina, until November, 1789; nor Rhode Island, until May, 1790; and neither of the last three States cast her vote at the first Presidential election.

When the Convention met, it was soon ascertained that its members were divided into numerous factions, most of which could be arranged under three generic heads: First, one that wished to make a single grand General Government, either abolishing the

several States, or so curtailing their individual powers, that a State would soon cease to be more than a mere geographical distinction; second, one that wished the State sovereignty and the rights of the respective commonwealths continued in their pristine purity, only conferring on Congress sufficient power to deal with foreign Governments, and each State to have an equal vote in that Congress; and third, one that, whilst it cherished most of the individual rights of the several States, wanted Congress made sufficiently strong in its sphere to control them, but the great States to have the controlling power in that Congress, by giving to each a representation in accordance with her population.

By conciliation and concession, out of these incongruous elements (subdivided on details and minor points almost to the extent of membership) sprung our Constitution, and beautiful and almost perfect Government; but not until, as has been already seen, some of the members left, others talked of withdrawing, and a very few intimated the possibility of asking protection for the small States. The principal rock that threatened the wreck of the Convention, was the manner of representation. How this Scylla was avoided, without danger from a Charybdis, is told by a recent writer, as follows:—

"Of the three principal divisions, the one in favor of a single Government was the weakest, and no one being strong enough (it took seven States to carry a vote) to carry out their own views, and all being patriots, a compromise was made by adopting the principle of absolute equality (two members from each State, without respect to its size), in the Senate, and the principle of popular sovereignty, or influence in accordance with population, in the House. But before this was effected, the Convention had come to a dead lock, Massachusetts, North Carolina, and Virginia, voting for a representation in each house according to population, and Connecticut, Delaware, Maryland, New Jersey, and New York, favoring absolute equality. New Hampshire was absent, and Georgia divided, so far as her delegates were present. The New Hampshire delegates would have voted with the small States for equality, but the remaining delegates from Georgia, then, though small in population, territorially the largest of the States, were

'Bloody with spurring, fiery-hot with haste,'

hurrying to Philadelphia to cast their State, with an eye to her probable future, in favor of representation according to population; consequently, the vote of New Hampshire and Georgia would only have changed the result from five against five, to six against six. A Committee of one from each State was then appointed to devise some mode of conciliation or compromise. The offer of the present compromise came from the large States. Luther Martin, of Maryland, in his report to his Legislature, says of the Committee (of which he was a member):

'The one side insisted on the inequality (*i. e.*, representation according to population) of suffrage in both branches; the other insisted on equality (*i. e.*, every State to have the same number without reference to size or population) in both; and each party was tenacious of its sentiments. When it was found that nothing could induce us to yield to the inequality in both branches, they (the large States) at length proposed, by way of compromise, that if we would accede to their wishes in the first branch, they would agree to equal representation in the second.'

But Mr. Martin, and several others, held out until the good sense of a majority of the Committee accepted the proposition and reported it to the Convention, which forthwith adopted it."

The first Congress of *our* Government met March 4th, 1789, but the House of Representatives did not get a quorum and organize until the first of April, when Fred. A. Muhlenberg, of Pennsylvania, was elected Speaker. A majority of the Senators were not present until the sixth of April, on which day John Langdon, of New Hampshire, was elected President, *pro tempore;* and on the same day, the electoral vote for President and Vice President of the United States of America was counted, and Washington and Adams declared elected. On the twenty-first, John Adams assumed his chair in the Senate as Vice President of the United States; on the thirtieth, George Washington took the oath of office, delivered his inaugural, and the new Government was launched, to float thenceforth proudly, as a mighty power, among the nations of the earth; to extend civilization; to give peace and freedom to mankind; to foster talent; to encourage industry; to make happy homes; to "proclaim liberty throughout the land, and to the uttermost ends thereof;" and, in spite of foreign jealousy and domestic rebellion, to go on evermore,

"——— prospering and to prosper."

A SCHOOLMARM'S LETTER.

MR. EDITOR—*Dear Sir:* You request an article for the CALIFORNIA TEACHER. When, a few months ago, I saw in said journal an appeal to the lady teachers of San Francisco for assistance, although not a contributor to any periodical, magazine, or gazette, in the benevolence of my heart I did for a time premeditate a literary effort; but as I could not write without a subject—unless it might be, in the "Babes in the Wood" style—and legitimate topic I could not find, I abandoned the idea.

Now, at a second and more direct call, I arouse myself, examine carefully several back numbers of the TEACHER, and am only confirmed in my previous suppositions that all the articles were upon educational matters—I refer to the big print, I don't want to appear in *small type.* I contemplate the captious "Object Teaching," "Physical Exercises," "Æsthetic Education," high sounding all, only having adopted as a rule of action "First have something to say and then say it," and finding in all the proposed cases that *it* would have no *antecedent*, except the very indefinite one, something, I am again brought to a stand-still.

"Nothing to say." Surely a lady can never remain long in so sad a predicament; if in no other way she will make her escape through the side-door of complaint. How wide the portal! Think of the many demands upon her time—Teachers' Journal, Teachers' Institute, Normal School, Monthly Reports, Annual Register, etc., etc. At the same time she must occupy a certain position in society, attend scientific lectures, keep herself posted upon the leading political and educational questions of the day; read Sheldon, Holbrook, Russell, Page, and a host of others. Alas! what time remains for the sketching even of those fireside scenes so beautifully pictured by Burns. To be sure these are the halcyon days of the *basbleu;* thanks to Wheeler & Wilson, Grover & Baker, and other enterprises, whose inventions the lady teachers of San Francisco, with such liberal incomes, can afford to patronize.

The San Francisco teacher seems to be an epitome of the epitome of the age. Seriously, though, why should the teacher enter her class room redolent of musty parchment or fresh printers' ink—stiffened with statistical reports? Why should she carry there the reflection of yellow gas-light from her last night's rambles in those fashionable gardens with their gaudy blossoms and rank nightshades? Why not rather come among the children, to read from the rich volume of sweet life-poems culled "beneath the sunny sky and amid the pure atmosphere of home." Why not, with oxygenated air in the lungs and cheerful sunlight in the heart, bring to them something of the breezy freshness of their own hills with flowers of their native soil. Give the teacher time and she will do all this, perhaps more. To be sure she must toil through the sand to reach the foot of those hills; good exercise, to say nothing of

way-side reflections — the sea of human mind needing only the quickening ray to transform its dull particles into glistening diamonds. And then from the grass "creeping, creeping silently everywhere"—the shadows from the drifting clouds. The summit's gained: the widening prospect, the distant snow-crowned hights, the boundless ocean. How many, many lessons may she learn. But I fear I am waxing—poetical or prosy; *query?* By the way, is poetry contraband in your pages?

To conclude; I think the something which I had to say, though not very prominent in my mind when I began, must have been "Don't trouble the ladies often for such contributions as this." Already I feel a presentiment of success, and make my exit in haste. Yours respectfully,

SAN FRANCISCO, July, 1864.

[For The California Teacher.]

PHYSICAL CULTURE.

BY AN EASTERN TEACHER.

MR. EDITOR: Will you oblige a reader of your valuable journal by affording space for a few words suggested by a leading article, under the above title, that appeared in your May number? The *animus* of the said article is undoubtedly good. Much of the reasoning, and many of the illustrations are truly excellent. As a critique, however, of the division of "Watson's Hand-Book of Calisthenics and Gymnastics," entitled "Vocal Gymnastics," I think that it may be regarded as a failure.

It concedes that "the vocal exercises to be practiced with calisthenics are useful, and the breathing exercises good." It says, further: "With much to commend, we find some things to criticise. For instance, on page 29, four 'Special Rules' are given, not a single one of which, in our opinion, is correct.' Rule 1.—The word A, when not emphatic, should be pronounced ă (*a* in *at*); as, 'Is not calm and serious study ă refuge, ă hope, ă field within the reach of all of us?' In the example given, and in all similar cases, *a* has simply the obscure sound and *never* the short sound."

This positive, unequivocal language is evidently employed by the critic under the impression that the term *obscure*, applied to the elements represented by the vowels, indicates *a certain kind of sound*. This, however, is a mistake. Dr. Worcester, for example, marks the first *a* in plantation as obscure, the sound actually represented being what is usually called short *a*. Again, the second *a* in dastard is marked as obscure—a very different sound. Indeed, Dr. Worcester, in the introduction to his dictionary, employs the following explicit language: "It must be observed that vowels marked as obscure indicate *a slight stress of voice* in pronunciation, rather than *any particular quality of sound*." So far as my observation extends, I think the rule criticised is perfectly correct. George Vanderhoff, the well-known elocutionist, in a work published in London, entitled "The Art of Elocution," says: "The indefinite article should never have the sound of the vowel as heard in *ale*, but the sound as in *at*. It is exceedingly bad, at the same time very common, to say ā man, ā book." The rule is not only in accordance with good authority and usage, but it agrees with analogy. As *a* is a contraction of the Anglo-Saxon, *an* (*one*), it is very natural to pronounce it as heard in that word.

The critic continues: "Rule 2.—THE, when neither emphatic nor immediately followed by a word that commences with a vowel sound, should be pronounced thŭ; as, the (thŭ) peace, the (thŭ) prosperity, thē honor of the (thŭ) whole country are at stake.

"Wrong again. In such cases, the vowel sound is obscure or cut off, giving only the initial sound th."

A moment's reflection will suffice to prove the critic in error. No good speaker ever uttered merely the sound of *th* for the word *the* in such a connection; and, as we have seen above, *obscure* has no reference to *a kind of sound*. In the work already referred to, Vanderhoff says: "The definite article *the* is pronounced thŭ (*u* in *us*) before a consonant or an aspirate; and thē (as in thee) before a vowel or silent *h*; thus we say, *thŭ* man, *thŭ* horse, *thē* angel, etc.

In reference to the following rule, "when *u* long, or its alphabetical equivalent *ew*, is preceded by *r* or the sound of *sh*, in the same syllable, it has always the sound of *o* in *do*; as in rude, sure, shrewd," the critic says: "Perhaps we Pacific barbarians are behind New York style; but our standard of good usage will not

allow us to say *shrood*, even if we fail to give Dr. Holmes' Boston Shibboleth's '*view*' exactly the right pucker."

Now, I, for one, am not willing to acknowledge that "we Pacific barbarians"—especially the better class of teachers—are not fully up to the requirements of a rule as well established as the above. Dr. Worcester says: "When *u* is preceded by *r* in the same syllable, it has the sound of *oo* in *fool*." In "Webster's University Pronouncing Dictionary" occurs the following note: "All the English orthoepists agree that the sound of long *u* (ū), when preceded by *r* in the same syllable, becomes simply *oo*, so that *rue* is pronounced *roo; rule, rool; ruby, rooby*, etc.

I am free to confess that there is a divided usage with reference to trilling *r*. The rule given in this work, however, so far as I can learn, is in accordance with the practice of all professed elocutionists from the time that Walker wrote: "There is a distinction in the sound of this letter scarcely ever noticed by any of our writers on the subject, which is, in my opinion, of no small importance; and that is the rough and the smooth *r*."

The critic says: "As an example of loud force, the following stanza from the 'Burial of Sir John Moore,' is given:

'Slōwly and sadly we lāid him down,
From the fīēld of his fāme fresh and gōry;
We carved not a līne, and we rāised not a stōne,
But we left him ălōne in his glōry!'"

"Shades of thousands of school boys who have 'spoken' the piece, what do you think of it?"

I think, if the critic had understood the meaning of *force*, in elocution, as not applying to *pitch*, or *key*, but simply to *volume of voice*, he would have had "nothing to say;" for while all will agree that the above stanza should be read in a *low key*, it is evident that considerable *volume* or *loudness* should be employed in its delivery, and that a *thin* or *light* voice would detract much from its effectiveness.

The critic is unfortunate in the following assertion: "Many of these exercises" (calisthenic and gymnastic), "we have had the pleasure of teaching in a public school in San Francisco eight years ago—inventing a system for ourselves before Dr. Lewis' system was made known, and when not a single public school in New York or Boston practiced either gymnastic or calisthenic exercises."

The fact is, calisthenic exercises, under different forms, have been practiced in the public schools of New York City for twenty-five years. Gymnastic exercises, with apparatus, were first introduced into some of the same schools ten years ago. I am credibly informed that they are now using Prof. Watson's system with decided success. I have made these corrections and explanations because the readers of the CALIFORNIA TEACHER are no less entitled to them than the author of the work reviewed. I must heartily subscribe to the remaining positions taken by the critic, always excepting the "boxing-gloves." The manly art of self-defense, in my opinion, should not be taught in our public schools.

Although but comparatively little has been known of the practical details of gymnastics, the theoretical standing of physical culture, in any comprehensive plan of education, has been asserted by nearly all respectable writers of the present century. Our ablest educators almost universally believe that the body is as essentially the subject of educational care as the mind, requiring for its development scientific preparation, and daily conscientious and energetic practice; and that gymnastics deserve to be carefully studied, not merely, or even chiefly, for the sake of the body, but above all, in order that the mind may acquire full development and strength.

Probably the chief reason why there has been so great a divergence between theory and practice with reference to physical culture, why our modern education practically ignores the body, is an ignorance of the best methods of gymnastic practice. What we have long wanted, is a practical drill-book on physical training, containing a carefully-arranged and progressive course of exercises, both with and without apparatus, for every part of the body — a course of exercises adapted to both sexes, sufficiently extensive, varied, and beautiful, to awaken enthusiasm and insure a perpetual interest — a course of exercises, arranged strictly on scientific principles, that shall recognize the difference between muscular force and vital force, making provision not less to secure rapidity and flexibility of motion than physical strength. After a careful examination, I am happy to arrive at the conclusion that "Watson's Hand-Book of Calisthenics and Gymnastics" fulfills all of these conditions. I shall therefore recommend it in an effective manner by introducing it into my school.

THE YO-SEMITE VALLEY.

[Selections from a Lecture-Sermon by THOMAS STARR KING : Published in *The Bookseller*, September, 1860.]

* * * * * * *

A FRESH impression of the marvels of nature always awakens a religious emotion. I thought of this more seriously than ever before, when, about two weeks ago, I first looked down upon the Mariposa trail into the tremendous fissure of the Sierras. The place is fitly called "Inspiration Point." The shock to the senses there, as one rides out from the level and sheltered forest, up to which our horses had been climbing two days, is scarcely less than if he had been instantly borne to a region where the Creator reveals more of Himself in his works than can be learned from the ordinary scenery of this world. We stood, almost without warning, on the summit of the southerly wall of the valley, and obtained our first impression of its depth and grandeur by looking *down*. A vast trench, cloven by Omnipotence amid a tumult of mountains, yawned beneath us. The length of it was seven or eight miles; the sides of it were bare rock, and they were perpendicular. They did not flow or subside to the valley in charming curve-lines, such as I have seen in the wildest passes of the New England mountains. The walls were firm and sheer. A man could have found places where he could have jumped three thousand feet in one descent to the valley. More than a thousand feet beneath us was the arching head of a waterfall, that leaped another thousand before its widening spray shattered itself into finer mists in a rocky dell. The roar of it was a slight murmur at our elevation. On the wall opposite, about a mile across the gulf, a brook was pouring itself to the valley. Although it was slipping down more than half a mile of undisturbed depth, it appeared to be creeping at its own will and leisure. We could not believe that the awful force of gravitation was controlling it—

> "But like a downward smoke, the slender stream
> Along the cliff to fall and pause, and fall did seem."

Noble trees of two hundred feet stature, by the river side below, were tiny shrubs. The river itself lay like a bow of glass upon the

curved green meadow which nestled so peacefully under the shadow of the Egyptian walls. And off from the northernmost cliff, retreating a mile or two from it, soared a bare, wedge-like summit of one of the Sierras—ashy in hue, springing above a vast field of snow which could not cling to its steep smoothness, but lay quietly melting to feed the foam and music of a cataract.

When we pass down by the steep trail from the top of the wall into the valley, to its floor, and begin to examine its features in detail, the religious impressions become more varied and distinct. If there are any especially religious impressions to be gained at all by seeing majestic rock scenery, the Yo-Semite is the place to receive them most powerfully. For, so far as we know, it offers the most stupendous specimens of natural masonry to be seen on our globe. Switzerland has no gorge that compares with it. The pass of the Tête Noir, the ruggedness of the Via Mala, the cliffs of the Splugen, the precipice over which the Staubach shakes itself into water-dust, cannot compete with the walls and pinnacles of the Yo-Semite. The desolate and splintered walls of Sinai and Horeb are not a quarter so high. No explored district of the highest Andes displays such masses of clean, abrupt rock. The Himalayas alone can furnish competitors for its walls and turrets, if any portion of the earth can—and I have no knowledge that they are able to. We often read, in accounts of mountain districts or mountain-climbing, about precipices that are thousands of feet in descent, or of cliffs that spring naked and sheer to an equal hight. The statements, however, are almost always extravagant exaggerations. But in the Yo-Semite, a man may ride close to a crag, whose summit, as he holds his head back to discern it, is more than three thousand feet above him. He may stand in the spray of a waterfall and see, forty-three hundred feet over his head, the edge of a mountain wall that shields the water from the early afternoon sun. He may look up to a tower, which resembles an incomplete spire of a Gothic minster, and see its broken edges softened by more than three-quarters of a mile of distance directly above his eyes. He may sit at an evening, when the sun has retreated from every portion of the valley, and look at the "South Dome," a vast globe of bold rock almost a full mile in hight, while the sunset is sheathing it with impalpable gold. Or he may lie, at noon, beneath a tree at the

base of one wall of the valley, and allow his eye to wander up at leisure the magnificent battlement called "El Capitan." It is not so high as some of the others I have named, for it is a little less than four thousand feet. But there is not a crevice in it where anything green can lodge and grow. There is no mark or line of stratification. There is no crack in its huge mass. It is one piece of solid, savage, granite, which seems to have sprung up over the flowing river and the fertile meadow, to show, by contrast, what the *majesty* of the Infinite is as compared with his *beneficence*, and how tremendous are the forces of cohesion that have compacted the bones of the globe.

But what words shall describe the beauty of one of the waterfalls as we see it plunging from the brow of a cliff nearly three thousand feet high, and clearing fifteen hundred feet in one leap? It is comparatively narrow at the top of the precipice; but it widens as it descends, and curves a little as it widens, so that it shapes itself before it reaches its first bowl of granite into the charming figure of the comet that glowed on our sky two years ago. But more beautiful than the comet, you can see the substance of this watery loveliness ever renew itself, and ever pour itself away. And all over its white and swaying mistiness, which now and then swings along the mountain side, at the persuasion of the wind, like a pendulum of lace, and now and then is whirled round and round by some eddying breeze as though the gust meant to see if it could wring it dry;—all over its surface, as it falls, are shooting rockets of water which spend themselves by the time they half reach the bottom, and then re-form, for the remaining descent —thus fascinating the gazer so that he could lie for hours never tired, but ever hungry for more of the exquisite witchery of liquid motion and grace. It is as the Prophet said: "The mountains and the hills shall break forth before you into singing, and all the trees of the field shall clap their hands."

And when, in the afternoon, we follow to the very base of one of these cataracts, and stand amidst the spray that is smitten into rainbows, which dazzle the senses as if the most startling wonders of fairy landscape had been realized around us, it is no secular language or verse that will utter the strange joy—the rapture of sight, of which the soul is conscious. As we think of the service

which the snow-fed streams discharge to the thirsty lowlands, towards which, from their lofty home, they leap in music, and as we remember that they never fail, though men are ungrateful and callous in heart to the Infinite beneficence, it is the prophet's words which the flaming spray seems to chant through its splendor—"How great is his goodness, and how great is his beauty!" and the verse of the Psalms rises also to complete the lesson of the glorious hour: "Out of Zion, the perfection of beauty, God-hath shined."

How little we *see* of nature! How utterly powerless are our senses to take any measures or impression of the actual grandeur of what we do see! Think of being moved religiously by looking at a pinnacle or bluff four thousand feet high, and then think what the earth contains which *might* move us! What if one of the Himalayas could be cloven from its topmost tile of ice to its torrid base, so that we could look up a sheer wall of twenty-eight thousand feet, the equator at the bottom, and at the apex perpetual polar frost! And then think that the loftiest of the Himalayas is only a slight excrescence on the planet! What if we could have a vision, for a moment, of the earth's diameter, from a point where we could look each way along all its strata and its core of fire, in lines each four thousand miles in their stretch? And then, remember, that this is nothing—this is not a unit-inch towards measuring the diameter of the Earth's orbit, and the Earth and orbit both are invisible and undreamed of from the Pole Star or Sirius, which is the apex of a reach of space that we can write in figures, but which we could not have counted off yet, if we had begun six thousand years ago, and given each second to a mile! Or what if we could turn from delight at seeing a waterfall of fifteen hundred feet, which looks like the tail of a comet, and could get a sensuous impression of the actual trail of that light upon the sky, a cataract of luminous spray steady and true, a hundred and twenty millions of miles in extent —more than the distance between us and the sun? And yet this is but one spot upon the dark immensity!

TEACHERS' WAGES.

The average salary of all the teachers, male and female, in the State, is found by the returns to be eighty dollars per month; but as the average time for which schools are maintained is only six months, and as teachers are paid only for time actually employed, the average annual salary is only four hundred and eighty dollars. The total amount paid for teachers' salaries during the year, was three hundred and twenty-eight thousand dollars, divided by the whole number of teachers employed, it will give three hundred and fifty-seven dollars to each.

Out of this annual average salary teachers must board and clothe themselves, and pay their income tax! An average servant girl receives three hundred dollars a year *and her board;* an average farm hand gets the same; and even an able-bodied Chinaman gets three hundred dollars a year, boarding himself. The lowest monthly wages paid to any male teacher was twenty-nine dollars, the teacher boarding himself. A missionary ought to be sent to that district at once by the State Educational Society.

What kind of talent can be commanded at such rates? Few schools in the State pay a salary sufficient to induce men of capability and experience to remain long in school; as soon as they can make an escape from the school-room into some other pursuit, they shake the dust from their feet as they cross the threshold, and leave the place to be filled by some raw recruit whose *cheapness* is his only recommendation. It is an old and true maxim "As is the teacher, so is the school;" and it may be added—as is the salary, so is the teacher. Until Trustees are willing to pay better salaries, the character of the schools cannot be permanently raised. Occasionally a good teacher, just arrived from the East, will take charge of a school long enough to get the means to travel somewhere else; but permanent teachers cannot be obtained.

A New York County Superintendent remarks: "Is it true that the education of our children is *really* of less value than any of the other objects and pursuits in life that men are engaged in? One thing is certain, that less wages are paid to worthy, qualified, and faithful teachers of children than to laborers of the same qualifica-

tions in any other calling, while, at the same time, it cannot be denied that the teachers of our State are doing more to form and direct the habits of thought and mold the characters, mental and moral, of the next generation than all other professions and callings combined. It is true, complaints are made that teachers do not qualify themselves properly for the performance of their high and responsible trust; and this complaint is just in many instances; but it is equally true, that more than half of our best qualified teachers are literally starved out of the profession—not because they prefer some other, but because necessity compels them to flee to something else to get bread for themselves and families. Now, how can our schools be elevated to and maintained at that high standard which the best interests of our common country, the prosperity of our State, and the welfare of our individuals require, so long as the present system continues of thrusting out our devoted and experienced teachers and supplying their places with those who will work cheap?"—*Thirteenth Annual Report of the Superintendent of Public Instruction.*

THE LITTLE DRUMMER.

BY R. H. STODDARD.

'T is of a little drummer,
The story I shall tell,
Of how he marched to battle,
And all that there befel.
Out in the west with Lyon,
(For once the name was true),
For whom the little drummer beat
His rat-tat-too!

Our army rose at midnight,
Ten thousand men as one,
Each slinging on his knapsack,
And snatching up his gun;
"Forward!" and off they started,
As all good soldiers do,
When the little drummer beats for them
The rat-tat-too!

Across a rolling country,
Where the mist began to rise;
Past many a blackened farm-house,
Till the sun was in the skies;
Then we met the rebel pickets,
Who skirmished and withdrew,
While the little drummer beat
The rat-tat-too!

Along the wooded hollows
The line of battle ran;
Our center poured a volley,
And the fight at once began;
For the rebels answered, shouting,
And a shower of bullets flew;
But still the little drummer beat
His rat-tat-too!

He stood among his comrades,
As they quickly formed the line,
And when they raised their muskets,
He watched the barrels shine!
When the volley rang he started,
For war to him was new;
But still the little drummer beat
His rat-tat-too!

It was a sight to see them,
That early autumn day,
Our soldiers in their blue coats,
And the rebel ranks in gray,
The smoke that rolled between them,
The balls that whistled through,
And the little drummer as he be at
His rat-tat-too!

His comrades dropped around him—
By fives and tens they fell;
Some pierced by Minie bullets,
Some torn by shot and shell;
They played against our cannon,
And a caisson's splinters flew;
But still the little drummer beat
His rat-tat-too!

The right, the left, the center—
The fight was everywhere;
They pushed us here—we wavered—
We drove and broke them there.
The graybacks fixed their bayonets,
And charged the coats of blue,
But still the little drummer beat
His rat-tat-too!

"Where is our little drummer?"
His nearest comrades say,
When the dreadful fight is over,
And the smoke has cleared away,
As the rebel corps was scattering
He urged them to pursue,
For furiously he beat, and beat,
His rat-tat-too!

He stood no more among them,
For a bullet as it sped,
Had glanced and struck his ankle;
And stretched him with the dead!
He crawled behind a cannon,
And pale, and paler grew;
But still the little drummer beat
His rat-tat-too!

They bore him to the surgeon,
A busy man was he:
"A drummer-boy—what ails him?"
His comrades answered, "See!"
As they took him from the stretcher,
A heavy breath he drew,
And his little fingers strove to beat
The rat-tat-too!

The ball had spent his fury;
"A scratch," the surgeon said,
As he wound the snowy bandage
Which the lint was staining red.
"I must leave you now, old fellow,"
"O take me back with you,
For I know the men are missing me,
And the rat-tat-too!"

Upon his comrade's shoulder,
They lifted him so grand,
With his dusty drum before him,
And his drumsticks in his hand!
To the fiery front of battle,
That nearer, nearer drew,
And evermore he beat, and beat,
His rat-tat-too!

The wounded as he passed them
Looked up and gave a cheer;
And one in dying blessed him,
Between a smile and tear!
And the graybacks—they are flying
Before the coats of blue,
For whom the little drummer beats
His rat-tat-too!

When the west was red with sunset,
The last pursuit was o'er;
Brave Lyon rode the foremost,
And looked the name he bore!
And before him on his saddle,
As a weary child would do,
Sat the little drummer fast asleep,
With his rat-tat-too!

Department of Public Instruction.

SECTIONS "7" AND "66."—The remarks on these two sections on the first page of the Department of Public Instruction, in last month's number, were badly mixed up by a blunder of the *typos*, in the absence of the Superintendent when the proof sheets were sent to this office. A part of the article under the head of "Entitled to Public Money" was transferred to page fourth and unceremoniously attached to an item about the State apportionment. Doubtless some Trustees failed to see the connection. As these two sections are quite important we republish the article in full:

ENTITLED TO PUBLIC MONEY.—From the reading of Section 7 of the Act of March 22d, 1864, some School Trustees seem to be of opinion that no district is entitled to its *pro rata* of the State and County money, unless a school has been kept five months within the year ending August 31st, 1864. Reference to Section 66, p. 22, General School Law, will show their mistake:

SEC. 66. No school district shall be entitled to any portion of the public school moneys in which there shall not have been taught a public school for at least *three months* within the year ending on the last day of August previous; and no public school shall receive any moneys, benefits, or immunities, under the provisions of this act, unless such school shall have been instructed by a teacher or teachers duly examined, approved, and employed by legal authority as herein provided.

Now, Section 7, Act of March 22d, 1864, provides that the *Trustees shall* levy a property tax sufficient to keep a school five months in the year, when the State and County money is insufficient for that purpose. Although the law authorizing and requiring the Trustees to levy a tax took effect on the twenty-second of March, 1864, and consequently applies to the present school year, on account of the necessary delay in publishing the School Law, it was not supposed that it would be generally enforced. As this important section was omitted by somebody's blunder in the Department edition of the School Laws, we insert it again in our columns, reminding the Trustees that they can obtain the missing section by applying to the County Superintendents. Here it is:

SEC. 7. [Of the Act of March 22d, 1864.] When the State and County money to which any district is entitled is not sufficient to keep a school open in such district for at least five months in each year, it is hereby made the duty of the Trustees of such district to levy, and they shall levy a direct tax upon the taxable property in such district, sufficient to raise an amount which, together with the State and County money to which such district is entitled, will keep a school open five months; and such tax shall be assessed, equalized, and collected, in the manner prescribed for assessing, equalizing,

and collecting taxes voted for district school-houses, excepting that the Trustees may appoint the assessor and collector, and also excepting, that if a fractional part of a cent is sufficient, the whole cent need not be levied in lieu thereof; the tax so levied shall include a sum sufficient to pay the cost of assessing and collecting.

The reason of this seeming contradiction is this: In the School Bill introduced in the Senate as passed in the Assembly, Section 66 was amended by inserting *five months* instead of *three months*, thus making the section to correspond with Section 7. Senator Pierce, of Sonoma, moved to strike out the amended section, and the motion carried; thus leaving, in appearance, a contradiction between the two sections. As the law now stands, the Trustees are *required* and *commanded* to keep a public school open five months in the year, but there is no *penalty* for failing to do their duty. If they do not comply with the law, there is no help for it; the district receives its money if it keeps a school open *three* months in the year. The result of attempts to tinker the School Law by those who know nothing about it is beautifully illustrated.

CIRCULAR TO COUNTY SUPERINTENDENTS.—Your Annual Report will be due on the first of October next, and must be promptly forwarded at that time. The Report is required on three different blank sheets. The first, the most important and most difficult one, is the "Financial Report." The first column of Receipts, "By Balance on Hand at Beginning of the School Year, Sept. 1st, 1864," must be made out from your own books, after a comparison with those of the County Treasurer, which ought to correspond. The second column, "By Cash from State Apportionment," must also be determined from your own account with the School Districts, and *not* from the Reports of Trustees which may be incorrect. Your account should agree with that of the Treasurer. The totals in this column should correspond with the apportionment made to the several counties by the State Board of Education, of which a correct table was given in the August number of the CALIFORNIA TEACHER. "By Cash from County Taxes" must, of course, be determined from your own books and apportionments, and the column, footed up, should correspond with the Treasurer's Report of the amount subject to apportionment, deducting any surplus not apportioned. "By Cash from City Taxes" is inserted for the convenience of counties in which City Taxes are levied in place of District Taxes—to be taken from Report of City Superintendents, and agreeing with the County Treasurer's Report. "By Cash from District Taxes" must be determined solely from the Trustees' Report, as also the columns headed "Miscellaneous Sources" and "Rate Bills and Subscriptions." All these several items, for each district, should be added horizontally across the sheet and carried out in the column of "Total Credits." If the work is correct, the *whole amount* of the "Totals," found by adding the perpendicular columns of "District Items," will be equal to the last column of "Total Credits" footed up at the bottom of the page. Last year not more than half-a-dozen of the County Reports proved correct; and if they are sent in this year full of blundering additions they will be forthwith returned to their authors. In the table of "Expenditures" the first column, headed "Cash paid for Teachers' Salaries," must be made out from your own books in *all* cases where the teachers have been paid entirely with

public money. Where District Taxes and Rate Bills have been resorted to, you will rely partially on the Trustees' Reports. The second, third, fourth, and fifth columns will be determined principally by the Trustees' Reports, as such expenditures are oftener made out of money raised by subscription. The sum of the "Totals" of the different columns should agree with the whole amount of the column of "Total Debits." Of course, the "Balance" of each district and of the county, will be found by taking the difference between the credit and debit columns. In the larger counties it will take time, care, and patience to make out this report with absolute exactness; but the State Superintendent is not disposed to take lessons in addition by running over every item in the forty-seven County Reports; and if there is any occasion for it, another "Tabular Statement of Errors" will be made in his Annual Report. The second sheet of the report comprises general statistics. The statistics from returns of School Census Marshals must, of course, be simply transcribed from the Census Marshals' Reports; but the columns must be correctly added. In the statistics from Returns of Teachers and Trustees, the columns headed "Average No. belonging," "Average Daily Attendance," and "Per Centage of Attendance," must be taken from the Teachers' Reports; and if those fail to give the items, the reports of the teachers should be returned to them to fill out as required by law. The three columns of "Day's Attendance," "Absence," and "Tardiness" cannot be entirely filled, as the old form of Teachers' Reports last year did not require such returns. "Number of Classes in School" cannot be filled for the same reason. The two columns requiring the number of pupils studying "Physiology" and "History of the United States" will show how far the new law requiring these studies in school has been complied with. The column headed "Number of Calendar Months during which School was maintained," is a most important one, as it shows what districts are entitled to public money. This column can be filled only from the official report of the School Trustees. The law authorizing the County Superintendent to return districts whose Trustees fail to report, as entitled to public money "from general information," was repealed last winter. As the law now stands, though you may be aware of the fact that a district has kept up a school three months, you have no right, under the law, to report that district, unless you have in your hands the official, legal report of the Trustees. In case any district has kept up a school two months, or two months and a half, and has failed to keep the full term of three months, on account of inability to procure a teacher in season, it seems only an act of justice that such a district should be entitled to receive its *pro rata* of money, taking the intention for the act. If you find any such cases you will make a special report concerning them. Not long since the State Superintendent received a long letter from a County Superintendent complaining bitterly of "Red Tape" in the Department of Public Instruction, because two districts in his county had been cut off from the State apportionment. Turning to the last Annual Report of the complaining County Superintendent, the Superintendent of Public Instruction found that *both* the districts were returned as having *maintained no school whatever*—all the columns of statistics being left blank with the exception of the returns of the Census Marshals. Now,

the only guide of the State Superintendent in making the State apportionment is the Report of County Superintendents, and if they blunder in the returns, they themselves must shoulder the responsibility. Then, unless you receive the official report of the Trustees, you have no power to report any district as having maintained a school three months or any number of months. In the column headed "Districts using the entire State Series of Text Books" you will mark those which report to you "Excused by the State Superintendent" "*Ex.*"; those which have adopted the series entire with the figure "1," and those which have partially adopted with the letter "*P.*" The column "Number of Teachers who subscribe for an Educational Journal" is an important one, as being a good index of the intelligence and intellectual activity of the teachers. A teacher who is too dead to pay for and read some professional journal, is a disgrace to his country and an incubus on the schools. Under the head of "Miscellaneous Statistics," in a perpendicular column on the right of the page, you will find some very important items which you are especially requested to fill out with great care. The average wages paid, both male and female teachers, must be carefully computed. In returning the "Salary of County Superintendents" you will please note the average value of "County Scrip" in addition to the nominal amount. Ascertain the "Rate of County School Tax" from the County Treasurer, and report it in the number of cents on each one hundred dollars—10, 15, 25, or 30, as the case may be. The third sheet of your report is simply a "Directory Report," with the name and post-office address of the Clerk of each Board of School Trustees, and is important, inasmuch as it must be used as the official guide in mailing the CALIFORNIA TEACHER.

On the back of the blanks for your reports you will find the following "Instructions:"

This report must be made out and transmitted to the Superintendent of Public Instruction on or before the first of October.

The following section of the School Law will be strictly enforced, and if reports are not made out in full and correctly added, I shall immediately return them to your office:

"SEC. 20. If the County Superintendent fails to make a full and correct report to the Superintendent of Public Instruction of all statements required to be made by law, he shall forfeit the sum of one hundred dollars from his salary; and the Board of Supervisors are hereby authorized and required to deduct therefrom the sum aforesaid, upon information from the Superintendent of Public Instruction that such returns have not been made."

Reports of Census Marshals will be filed with you on the first of August, and it will be well to transfer at that time to the respective blanks all their statistics required in this report, leaving only the blanks which must be filled from Teachers' and Trustees' Reports to be made at a later date. In case there are several schools in one district, or when several teachers have been employed, the requisite number of spaces must be left immediately below the name of the district.

You are requested to give the "totals" at the foot of each column, and to give particular attention to accuracy in the columns, summing up the "number of white children between four and eighteen years of age." It is not expected that the number of children attending public schools, as returned by the Census Marshals, should agree

with the number as returned by teachers, for one gives only the number in July and the other during the entire year.

School Census Marshals, School Trustees, and School Teachers are not required, under the revised School Law, to report directly to me; consequently, I must rely on your care and accuracy in returning general statistics.

JOHN SWETT,
Superintendent of Public Instruction.

Section Seventh.—This section of the School Law requires the Trustees to levy a property tax without a vote of the district, sufficient to maintain a school five months in the year, whenever the State and County funds shall not be sufficient for that purpose. The question arises, how are Trustees to determine before the year ends, and the last apportionment is made, whether the public money *is*, or is not, sufficient to keep school open five months in the year? The Trustees must apply to the County Superintendent to ascertain the probable amount, per child, of the county school money. Knowing the rate of county school tax, the Superintendent and Treasurer can estimate very nearly this amount. The State apportionment for the year commencing September 1st, 1864, may be safely estimated at two dollars per child. Suppose, then, that the number of children between four and eighteen years of age in the "Last Chance District" is forty. The county fund, according to the estimate of the County Superintendent, amounts to two dollars and fifty cents per child; adding to this the State apportionment of two dollars per child, the total amount of school money will be four dollars and fifty cents per child; or, for the district, one hundred and eighty dollars. If a teacher is employed at seventy-five dollars, per month, the cost of a five months' school will be three hundred and seventy-five dollars, leaving a balance of one hundred and ninety-five dollars, which must be raised by a special property tax.

NEGRO, MONGOLIAN, AND INDIAN CHILDREN.—Several letters have been received by the Superintendent of Public Instruction from School Trustees, asking under what conditions colored children can be admitted into the public schools. Sec. 68 of the School Law would seem to be as explicit as plain English can make it:

SEC. 68. [As amended by Act of March 22d, 1864.] Negroes, Mongolians, and Indians, shall not be admitted into the public schools; *provided*, that upon the application of the parents or guardians of ten or more such colored children, made in writing to the Trustees of any district, said Trustees shall establish a separate school for the education of Negroes, Mongolians, and Indians, and use the public school funds for the support of the same; and, *provided*, further, that the Trustees of any school district may establish a separate school, or provide for the education of any less number of Negroes, Mongolians, and Indians, and use the public school funds for the support of the same, whenever in their judgment it may be necessary for said public schools.

The law then expressly *prohibits* Negro, Mongolian, and Indian children from admission into schools for white children. Of course, Mulatto children, Octoroons, half-breed Indians, and Anglo-Chinese are included in the prohibition. Neither the State Superintendent, County Superintendent, nor School Trustee has any power, under any circumstances, to allow such children to enter the

public schools with white children. A persistent effort has been made by certain papers, in some parts of the State, to misrepresent and misinterpret this section of the school law. The parents of colored children are taxed, and it is just that some provision should be made for their education; but the law requires, and public opinion demands that they should be educated in separate schools.

STATE NORMAL SCHOOL.—Abstract of report for August:

Whole attendance	54
Daily average attendance	50
Number of young ladies	48
Number of young gentlemen	6
Number who had taught before entering	7
Number who entered this term	24
Number left to teach	1

The following pupils (three from each division) obtained the greatest number of credits in their respective classes, as denoted by the class-book records:

Senior Class.—Mr. Elijah Broadbent, Misses Sadie Davis and Annie Kennedy.
Junior Class.—Misses Sarah Piper, Mary Youngberg, and Abbie Caswell.
Sub-Junior Class.—Misses Mary Metcalf, Lizzie York, and Isabelle Leahy.

Pupils have entered the school this term from the following counties, which had hitherto been unrepresented: Sierra, Calaveras, Tulare, Mendocino, and Sutter.

TO PUBLIC SCHOOL TEACHERS.—Your report to Trustees and the County Superintendent is required on or before the first of September, and will probably be made out before the receipt of this number of the Teacher. But where school was kept up to the thirty-first of August, either the report must be made a few days in advance, or on the second or third of September. Let your reports be specimens of neatness and accuracy, even at the expense of one or two long evenings at hard work. Sec. 34 of the revised School Law reads as follows:

SEC. 34. No teacher shall be entitled to receive any portion of the public school moneys as compensation for services rendered * * * unless such teacher shall have made a full and correct report, in the form and manner prescribed by law, to the County Superintendent, and to the Board of School Trustees.

Sec. 35 of the School Law reads as follows:

SEC. 35. All teachers of public schools shall keep a register of all the scholars attending such schools, their ages, daily attendance, and time of continuance at school, and such further statistics as may be required by the Superintendent of Public Instruction, and shall deliver such register, at the close of their term of employment, to the School Trustees of their districts.

You are requested to pay particular attention to accuracy in reporting the "average number belonging to school," the "average daily attendance," and the "per centage of attendance," in the form and manner prescribed in the State School Register. Your report is subject to an Internal Revenue Stamp of five cents, to be affixed and canceled before forwarding to Trustees or the County Superintendent.

CIRCULAR TO PUBLIC SCHOOL TRUSTEES.—Your annual report to the County Superintendent is due on the fifth of September; but, if your school closes prior to the thirty-first of August, it should be sent in at an earlier date. If your books have been properly kept, it will not require more than two hours' time to make it out in full. "The "Financial Report" is the most important. If you have not kept an account of the "State" and "County" school moneys separately, you can leave that part of the statement to be filled by the County Superintendent whose books ought to show it. "Amount raised by district Tax," if any, you, of course, can return exactly. "Amount received from Township School Fund," is not required by the amended law. "Amount raised by Rate Bills or Subscription," ought to be known to you; if not, refer to the Teacher's Report. "Valuation of School-Houses and Furniture," is a most important item. In the "Total Valuation of School Property," the value of school lots should be included when they are owned by the district. The rest of your report is only a transcript of the Reports of the Census Marshals and the Teachers. Under the head of "Text Books," report fully and accurately, and state if excused by the State Superintendent. Forward your report promptly, and keep a duplicate in your possession to be filed with the records of the office. *Next year pay your teachers a higher salary.* Look on the back of your blank report for instructions.

TEACHERS' WAGES.—The first of September, 1864, marks the commencement of a new era in the educational history of our State. Under the liberal provisions and requirements of the Revised School Law, at least one hundred and fifty thousand dollars will be raised by taxation during the year, in addition to the amount heretofore raised for school purposes. In a majority of the districts of the State the teachers will be paid entirely with public money. Now is the time for teachers to demand higher wages. With the money in the treasury, trustees cannot well deny the reasonable demand of teachers. The average pay of male teachers in many counties ought to be raised at least *twenty-five* per cent. If this cannot be effected otherwise, let the teachers in the large counties unite in a *Protective Union* and strike for better pay. The demand for good teachers already exceeds the supply. The County Superintendent of San Joaquin County informs us that in supplying teachers for the new year, he insists that their pay shall be increased ten and fifteen dollars per month over the old rates. Teachers of California, you have it in your power now to determine the scale of salaries in this State for years to come. If you let this new era—this golden opportunity pass without making an effort to protect yourselves, you will have no reason in the future to complain that you are paid less than a Chinaman's wages.

Resident Editors' Department.

PERSONAL.—Ira G. Hoyt has been elected to the position of Sub-Master in the Denman Grammar School, at a salary of one hundred and twenty-five dollars per month. This is another progressive movement by the City Board of Education. A male Sub-Master ought to be appointed in every large grammar school in the city.···B. W. Putnam, Esq., of Boston, who had been rusticating among us some six months, took himself off in an overland stage last month, from this rim of the universe, in a bee-line for the "hub." He ought to stick well to the "hub," for he is a first-rate *fellow*. He carried with him, in addition to several trunks full of "rocks," minerals, and other old rubbish, several certificates of mining stock and the warmest wishes of many personal friends. Success attend him; may his shadow never be less—his appetite never poorer. May the *Pi Utes* never get his scalp, and may his mining stock pay good dividends!

SONOMA.—This sleepy old town, which for some years aspired to the dignity of a city, and actually boasted of a Mayor, after existing fifteen years without a public school, waked up one fine morning to find a well-furnished school-room all ready for a public school. The Trustees, Messrs. Snyder, Leiding, and Maxwell, have rented a good building, furnished it with Holt's patent desks at a cost of two hundred dollars, and have purchased maps, charts, and apparatus, to the amount of a hundred dollars. Sextus Shearer, Jr., is principal of the school, assisted in the Primary Department by Miss Forman, a pupil of the State Normal School. The district will have public money enough to keep the school free during the whole school year. The late election of a School Trustee was a very spirited one—one hundred and fifty votes being polled—nearly every legal voter in the town turning out. The Anti-Public School Constitutional Secessionists made every effort to defeat Mr. Maxwell, one of the old Board of Trustees, who had committed the unpardonable sin of being an active agent in organizing a public school. But the cry of "Abolition Nigger School" failed to win, and the guerrillas were routed, horse, foot, dragoons, and artillery. Mr. Maxwell was elected by a majority of thirteen. So it is a fixed fact that Sonoma is to maintain a first-class public school.

THE AMERICAN JOURNAL OF EDUCATION for June has come to hand full of choice articles which nobody in this State reads, because the Journal costs $3 in greenbacks, or $1.20 hard cash. Some of the leading articles are as follows: Greek Views of Education, Aristotle; French Views of Education, Rabelais; John Milton and his Education; Professional Education in Prussia; Military System and Education in Holland; History of Common Schools in Connecticut; The Teacher's Motives; The English Language in Society, and the Schools; American Education Society; Biographical Sketches.

THREE IMPORTANT THINGS.—Three things to love—courage, gentleness, and affection. Three things to admire—intellectual power, dignity, and gracefulness. Three things to hate—Cruelty, arrogance, and ingratitude. Three things to delight in—beauty, frankness, and freedom. Three things to wish for—health, friends, and a cheerful spirit. Three things to pray for—faith, peace, and purity of heart. Three things to avoid—idleness, loquacity, and flippant jesting. Three things to cultivate—good books, good friends, and good humor. Three things to contend for—honor, country, and friends. The three things to govern—temper, impulse, and the tongue.—*Selected.*

BRIGHT BOY.—A Sunday-School scholar at Akron, Ohio, on being requested to repeat from the Bible a verse of his own selecting, promptly gave the following: "Any one who attempts to haul down the American flag, shoot him on the spot." So mote it be.

BOOK NOTICES.—We have received several valuable works from the usual sources—Messrs. Bancroft & Co., and A. Roman & Co.—notices of which are unavoidably postponed until the next number. We have only room to speak of the following this month:

FIRST PRINCIPLES OF A NEW SYSTEM OF PHILOSOPHY. By Herbert Spencer. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 508.

We are not yet prepared to give an estimate of the value of this work, for its pages are not of a character to justify any flippant opinion. So far as we have examined it, there seems a wealth of thought worthy of the well-earned reputation of Mr. Spencer. We trust our readers will do themselves the favor to procure the book, and make it a study. For the present, therefore, we leave it in their hands, promising, in some future number of THE TEACHER, to give a more extended notice.

HAUNTED HEARTS. By the Author of "The Lamp-Light." Boston: J. E. Tilton & Co. San Francisco: H. H. Bancroft & Co. pp. 554.

This contribution to light literature is sufficiently sensational to keep awake most novel readers; but it does not seem to us likely to sustain the author's reputation. The Scene of the story is laid in New Jersey, and the characters are very well drawn, for the most part; yet we do not think any reader would ever take the book in hand a second time.

THE

CALIFORNIA TEACHER.

OCTOBER, 1864.

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[For the California Teacher.]

ON TEACHING MANNERS.

BY A. E. MCGLYNN.

THE first and best method of teaching good manners is by example. Children are naturally imitative; the habits and manners they see, they will adopt. Those who are brought up under proper home influences will be good-mannered with very little positive instruction; you can point them out in your class-room from their demeanor. It is known that some of the colored domestics at the South possess a most polished address; and, although entirely illiterate, use the English language with great purity and elegance, from the fact of being raised in cultivated families.

Since example, then, is so very powerful, and must always go before precept, it behooves the teacher to endeavor to be blameless in all that concerns good breeding, especially in the presence of his pupils; because, standing as he does in the relation of a superior, they will naturally feel at liberty to imitate what they see in him, and he cannot consistently preach to them doctrines which he denies by his own practice.

Among exterior excellencies, the first place is demanded by cleanliness. "Cleanliness is akin to godliness." The ancient philosophers ranked this as one of the half-virtues. If not a moral

virtue, it must certainly take the first rank among social ones. Exterior purity is an image of the purity of the soul; and those who endeavor to keep their consciences always clean cannot love to be long incumbered with exterior filth. Cleanliness applies both to the person and the apparel. Children need special instruction as to the necessity of frequent ablutions, not only of the face, but of the hands, the ears, the teeth, and the feet. All should be impressed with the benefits to be derived from washing the entire person daily with cold water. This is a practice highly conducive to health, especially for teachers and those of sedentary habits, and one which would not be readily given up by those who have tried it. And here allow me to remark, that I consider a certain knowledge of physiology and the laws of health an indispensable requisite for teachers in our public schools, and I think an examination of this branch should be required to obtain a certificate of any grade. In respect to cleanliness and neatness of the hair and the apparel, boys will usually need more attention than girls. Both need minute instructions as to the necessity of clean teeth, and the mode of preserving them healthy. The annoyance often experienced in public gatherings, whether of adults or children, from unclean feet, renders obvious the necessity of this matter being properly noticed.

The teacher's manner, for his own sake as well as for the good of his pupils, should be uniformly courteous. This courtesy does not consist in any studied conformity to certain forms and rules of expression and conduct, but will naturally arise from a true appreciation of the relation of teacher and pupil. It must spring from real kindness, and will not at all detract from the dignity of the teacher, but, on the contrary, will serve to uphold it. Even in the infliction of punishment, the teacher may and should preserve his dignity; and, at the same time, by a certain mildness, yet firmness of manner, make the punishment doubly effective for the child's good. Every punishment given in passion becomes not only useless, but positively hurtful. The teacher who is unable to control his own temper, cannot exercise proper moral control over his pupils. There is one truth which should be kept steadily before our minds, and which will enlighten us in many of our duties. It is this: the schools are built and organized, not for the benefit of the teachers, but entirely for that of the pupils. The teacher is for the school;

and not, as some would seem to have it, the school for the teacher. Another matter, in which the example of the teacher must have a great effect, is that of punctuality. Tardiness on the part of pupils is admitted to be a great evil, wherever it exists. But with what consistency can a teacher rebuke her pupils for coming late if she herself is habitually, or even occasionally, late in her class-room? Punctuality must also extend to the various duties of the day, doing everything at its proper time, and rendering prompt obedience to the various signals. Teachers as well as pupils have to obey—whether it be the common rules of the manual, the special regulations of their respective schools, or *their own programmes*. It is an axiom that "He is unfit to command, who has not learned to obey."

I have stated that the first and best method to inculcate good manners is by example. I do not mean to say that it is unnecessary to teach also by precept. This, indeed, is very necessary, particularly now-a-days, that the manners of our youth are so neglected by many parents. Children need very positive instructions concerning their personal deportment, and these instructions will need to be more minute in the lower grades, and where there is reason to believe they have been neglected at home. These instructions must apply not only to their demeanor in school, but also in the various circumstances in which they may be placed—on the street, at table, in company, during play, in public places, and in conversation.

It will be necessary to instruct children upon the modesty which ought to appear on all occasions in their outward deportment—on the proper manner of sitting, of standing and of walking—on the proper positions for the hands and feet—on the proper uses of their exterior senses, especially on the use of the eyes, and the necessity of keeping them within due bounds—on the manner of speaking and pronouncing, of yawning and of spitting—and also to point out the more common faults of children in these respects.

Again, young people need to be taught the rules of propriety to be observed in the various ordinary actions that go to make up the daily life of each individual. First, on the advantages of early rising, and the proper time for retiring to rest. All should be impressed with the importance of daily offering themselves to the

Author of their being, and of imploring as their first act in the morning His guidance during the day.

Dress is a matter which will next claim our attention. Here, all excess is to be avoided on the one hand; and on the other, negligence and slovenliness. In this, as in other things, the golden mean is to be sought. Singularity of dress is to be shunned; oddity in this repect is generally a proof, or at least a strong indication, that the mind is more or less deranged. Children should not be allowed to frequent school with torn garments. Generally, a private admonition will obtain the mending required. It is important that admonitions of this kind be given privately; for it is not just that children should be publicly rebuked for the neglect of their parents. Love of dress is generally considered as a weakness of the female sex, and girls need, therefore, to be guarded against vanity, and an overwhelming love of display in this respect. St. Paul, in his first epistle to Timothy, advises women to be clad only in decent apparel, "adorning themselves with modesty and sobriety, and not with plaited hair, or gold, or pearls, or costly array."

In regard to eating and drinking, young persons should be taught to observe temperance and regularity, and also the rule of etiquette and decorum while at table. A person of good breeding will show it here more than anywhere else.

Recreation being a necessity of our nature, for the refreshment of both mind and body, a portion of the day may very properly be set apart for innocent amusement.

The more advanced girls in our schools need to be specially admonished as to their deportment on the street. They should know that many things which might be excused in the other sex, would be very reprehensible in them. Teachers should impress upon their pupils the importance of going directly home when dismissed from school. The practice of detaining pupils, especially girls, after the usual school-hours, is liable to many objections, and should, I think, be discouraged.

A word now about conversation, and I have done. In this matter it is not easy to assign rules; for it is very difficult for any one, whether old or young, to avoid faults in speaking. We are told in Scripture that "if a man offend not with the tongue, the same is a perfect man." It is impossible to talk very much without saying

many things that had better remain unspoken. Conversation ought always to be marked by prudence and modesty; and, above all, by candor and sincerity.

I have thus far endeavored to give a brief sketch of some of the many things which may very properly be told for the benefit of those who look to us for instruction and advice. We must remember that many of those we instruct will receive little or no other information of this kind besides that given in the school-room. In some instances the parents stand in need of instruction full as much, and perhaps more, than their children; and when given in a proper spirit, and so as to interest the little ones, they will carry home the lesson received, and thus become little missionaries of truth and good in their houses and families. The teacher's lesson will live and not be lost. It will be remembered with gratitude in after years. Our reward will be in the consciousness that we are thus fulfilling our high mission, which is to improve—to elevate—to refine.

[For the California Teacher.]

HINTS FOR TEACHERS, SCHOLARS, AND PARENTS.

1. At the commencement of a school, some people read the following long-eared lesson to the teacher:

> Keep order, sir—lay on the birch
> And whip the District through;
> But, if you touch a child of mine,
> I surely will whip you!

This is judicious, and very consoling to a poor, trembling pedagogue!

2. Some boys once stole a man's *beer*. He asked Dr. Franklin how he could prevent it. "Put a barrel of *wine* beside it," said the Doctor. If teachers would adopt Franklin's idea, they might prevent a great deal of "whipping," as well as idleness. Teach pupils to love something better.

3. A "black-board" is of more importance in a school-room than a looking glass. Many scholars look well in the latter who make a sorry appearance at the former. They have simply made a mistake,

and fallen in love with the wrong object. Let them equalize their "practice."

4. "Composition" is sadly neglected in many schools—in some totally neglected. In every school it should be made a regular, carefully-observed exercise; and yet there are teachers who manifest as little interest in the matter as though they were mummies imported from an ancient catacomb.

5. Some parents, and some teachers too, think a school "*goes by a crank;*" and that the chief business of teaching is to grind over a "hopper full" of old books as the only food for a hungry mind. It is simply question and answer—work-by-rule "Poor-Poll" education. *Teacher* with books is the true motto. The teacher should be a fountain of knowledge *in himself.* Or he should be like the old Hebrew, standing on a sealed fountain; and his worth in school should depend on his ability to strike the sealed rock and let the waters forth. Almost any blockhead can turn a crank.

6. A clown once said he got one hundred dollars for singing one song. "How was that," said his master. "Why," replied the former, "I received fifty dollars to sing it in the first place. I began, but sang so abominably that my audience gave me fifty more to stop!" Some pedagogues might make money in the way of their profession, if their merits were rewarded, as the clown's were.

7. Here is a "hint." A Yankee wag passing a very shabby school-house, one of the "real old settlers," penciled the following on the outer door:

> "Oh, speed the day, when every Yankee father,
> Forgetting brutes, shall love his *children* rather:
> Nor educate his sons, if white or sable,
> In houses that would libel sty or stable."

If the same fellow should make a pilgrimage through this State, he would find subjects worthy of his pencil.

8. Good penmanship is somewhat rare, especially among our larger boys. Their style is of the "crow-track" order in many of the California school-rooms. A little effort and a little taste would correct the fault. To the credit of the larger girls, be it said, their "hand-writing" is creditable. We wish they could inspire their clumsy-fingered brothers with more taste and care.

9. A certain young lover once "dropped a line" to a little idol

who happened to be a good speller, while his vowels and consonants were found lying round loose. She replied:

> "Now, John, I really do think
> 'T would be about as well
> For you to leave off courting now,
> And try and learn to spell."

A *few* teachers, perhaps, would allow us to remind them that they would do well to read the foregoing stanza, simply substituting *teaching* for another word in the third line.

10. In inflicting punishment, (and solid blows are the only moral teaching that some stolid lads will recognize) a teacher very rarely gives dissatisfaction to parents with whom he has established a good understanding. In our own experience, we know of no exception to this rule. When a teacher commences his labors in a new location, it is essential that at the earliest practicable time he become acquainted with the parents of his pupils.

J. H. G.

Crescent City, August 7, 1864.

WHAT A BOY OUGHT TO LEARN.

In England a Royal Commission has lately made a report, in which they quote from one of the inspectors as a true picture of the national schools, as follows:

"A boy of fair average attainments at the age of twelve years, in a good school, has learned—

"1. To read fluently, and with intelligence, not merely the school-books, but any work of general information likely to come in his way.

"2. To write very neatly and correctly from dictation and from memory, and to express himself in tolerably correct language.

"3. To work all elementary rules of arithmetic with accuracy and rapidity. The arithmetical instruction in good schools includes decimal and vulgar fractions, duodecimals, interest, etc.

"4. To parse sentences, and to explain their construction.

"5. To know the elements of English history. The boys are

generally acquainted with the most important facts, and show much interest in the subject.

"6. In geography the progress is generally satisfactory. In fact, most persons who attend the examinations of good schools are surprised at the amount and accuracy of the knowledge of physical and political geography, of manners, customs, etc., displayed by intelligent children of both sexes. Well-drawn maps, often executed at leisure-hours by the pupils, are commonly exhibited on these occasions.

"7. The elements of physical science, the laws of natural philosophy, and the most striking phenomena of natural history, form subjects of useful and very attractive lectures in many good schools. These subjects have been introduced within the last few years, with great advantage to the pupils.

"8. The principles of political economy, with especial reference to questions which touch on the employment and remuneration of labor, principles of taxation, uses of capital, etc., effects of strikes on wages, etc., are taught with great clearness and admirable adaptation to the wants and capacities of the children of artisans, in the reading-books generally used in the metropolitan schools. I have found the boys well acquainted with these lessons in most schools which I have inspected in the course of this year.

"9. Drawing is taught with great care and skill in several schools by professors employed under the Department of Science and Art."

SCHOOL REFORMS.

THREE great reforms are needed in the free schools of our country:

1st. As the schools are made free to the pupils, the pupils should be made sure to the schools. The right to maintain schools by public tax implies the right to send to school by public authority; and while the State should sacredly guard the right of parents to be the educators of their children, it should equally protect the right of the child to be educated, and should above all, enforce the grander right of society to secure education to its own future citizens. Leav-

ing every parent to choose his own school, it should see to it that no child is reared to manhood without an education suited to his wants.

2d. A purer and nobler moral culture should be made a regular part of school instruction,—not a mere negative morality, consisting of a puritanic avoidance of wrong doing, but a great-souled, active and earnest love and practice of the right—a daily inculcation by word and deed of every noble sentiment, of philanthropy, and truth, and duty—such should be the moral education of every pupil of the public schools. The good of society and the safety of the schools demand that we shall no longer rest content with a mere intellectual culture, which affords to the State no pledge that those whom it has paid to educate will use their education for the public good, while they teach the mind knowledge, to lead their pupils as far God-ward and heaven-ward as they can.

3d. It should be insisted on that public education shall conform more to its public uses. Instead of instructing the pupil as if for his own personal and private good, we should demand that he be thoroughly educated also for the use of society and the service of the State, and thus the public school be made public in a higher sense. Let the knowledge and sentiments necessary to a good citizen be made a part of each school course. Let each pupil be taught the history of his country, the principles and frame-work of its government, the rights and duties of a people in a republic, the obligations of public law, and the principles of civil and religious liberty. All this may be accomplished in the common school by a simple course of reading and oral instruction, and in the higher schools by a more extended and systematic course of study. And to this let there be added a profound reverence for the Constitution and the laws of the land, an intelligent love of country, and a passion for liberty, inculcated by a frequent rehearsal of our national struggles, and of the heroic endurance and noble achievements of patriot soldiers and citizens. Let story and song be invoked to fill the souls of our children with the grand and useful sentiments of national honor and national defense. Let childhood in all the land be taught to reverence the memories of the noble dead who on the great battle-fields, as at Gettysburg, Chattanooga, and a hundred more, bared their bosoms and offered their lives for their country.

Thus let the State care for its children, providing them a culture which may give them sound bodies, intelligent minds, and pure hearts; and in their manhood, it will not lack for loyal citizens and valiant defenders.—*Michigan School Report and Laws.*

OFF CHERBOURG.

JUNE 19, 1864.

OUT of Cherbourg harbor, one clear
Sunday morning, the cavalier
Captain Semmes, with his cap a-cock,
Sailed from the friendly Frenchman's dock.
Gaily along the Rebel came,
Under the flag of the cross of shame;
Knight of the hand-cuff and bloody lash,
He twisted the point of his red mustache,
And swore in English not over nice,
To sink our Yankee scum in a trice,
Or burn our ship, as the thing might be,
Where the eyes of Cherbourg all should see.
"Heigh-ho! you don't say so!"
Whispered his friend little Jean Crapaud.

Straight out to sea the *Kearsarge* drew,
And Semmes who followed all that flew,
Followed, perhaps by some mistake,
Close in his foeman's frothing wake.
But when three leagues were gained from shore,
Slowly and grimly the Yankee wore;
And our starry ensign leaped above,
Round which the wind, like a fluttering dove,
Cooed low, and the sunshine of God's day
Like an open blessing on it lay;
So we felt our friendless ship would fight
Full under the great Disposer's sight.
Heigh-ho! 'tis well to know
Who looks on the deeds done here below.

Semmes led the waltz and struck the tune:
Shots at the sea and at the moon
The swashing, wasteful cavalier,
Scattered around him far and near.
The saving Yankees squandered not
An ounce of powder or pound of shot.
They held their peace till the guns would tell,
Then out they burst like the mouths of hell.
Terrible! horrible! how they tore
The *Alabama*, until the gore

From her bursting scuppers smoked and streamed,
The dying groaned and the wounded screamed!
"Heigh-ho!" said Semmes, "let us show
The Yankees the heels we boast of so."

Seven times in that deadly round
Sped the ships to the cannon's sound;
The vulture, through the smoke and din,
Saw the eagle's circles narrowing in;
And every time her pivot roared
The fatal bomb-shells came straight aboard.
His helm was useless, his engine failed,
His powder was wet, his Britons quailed;
And in his course, like a warning hand,
Stretched forth the flag of his outraged land.
In vain he hoisted his sails to flee;
For each foot he sailed his foe sailed three.
Heigh-ho! "Why here's a blow,"
Said Semmes as he hauled his flag below.

Well was it for this cavalier,
That brother Bull was lying near.
His vessel with a haughty curl
Turned her nose, and in the whirl
Of the white sea, stern-foremost, tore
As if in scorn of the crew she bore.
Then the thrifty Briton launched his boat,
To pick up aught that might be afloat,
And amongst other less precious spoil,
Fished swordless Semmes from his watery coil;
"Hide me!" the gallant cried in affright;
"Cover me up from the Yankee's sight."
Heigh-ho! they laid him low,
With a bit of sail to hide his wo.

What said the Frenchman from his hill,
After the cannon-shots were still?
What said the Briton from his deck,
Gazing down on the sunken wreck?
Something was said of guns like mortars,
And something of smooth-bores at close quarters;
Chain armor furnished a word or two,
But the end of all was both looked blue.
They sighed again o'er the "Great Contention,"
But never hinted at "Intervention."
One thing they wished, which they dared not say,
"If the fight had but gone the other way!
Heigh-ho! I told you so!
Oh! Semmes was a sorry fool to go!"

—*George H. Boker, in the Philadelphia Press.*

Department of Public Instruction.

EXPULSION OF PUPILS FROM SCHOOL.—The power of expelling pupils from the public school rests with the Public School Trustees. We quote the following decisions for the benefit of teachers who may be called upon to perform this unpleasant, but sometimes very necessary duty:

The parent of a child expelled from the public school cannot maintain an action against the school board by whose orders it was done. If, while acting in good faith, they err in the discharge of their duty, they are not liable.—38 *Maine Reports*, 379.

The [school board] have power, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school.—8 *Cushing's Mass. Reports*, 160.

In this last case, several points of great interest and importance were pronounced upon by the court. It was argued by the counsel of the plaintiff, who sued for damages on being expelled from school, that every child of the legal school age had a right to go to the public school; that this right is absolute, and that if the pupil is guilty of gross acts of misconduct out of school, provided there is no violation of the rules of the school, and no misconduct in the school, such pupil cannot be rightfully excluded.

On this the court reply, it would be strange if in the establishment of such a great public institution as that of the public schools, there were no power vested anywhere sufficient to protect the schools from the noxious influence of any one whose presence and influence would be injurious to the whole, and subversive of the purposes manifestly contemplated by their establishment. The court are of opinion the power is vested in the school board, or the master, with their approbation and direction, to exclude a pupil, though within the legal school ages, for good and sufficient cause, and that notorious immoral propensities, practices and habits do constitute sufficient cause.

It was held further, that the right to the benefit of the schools is a common and not an exclusive personal right, and like other common rights, it must be exercised under such limitations and restrictions, that it shall not interfere with the equal and coextensive rights of others.

To the argument that though good discipline may be maintained in school, yet the master and the school board have no right to look beyond the walls of the school to take notice of the conduct of its pupils, the court reply, we cannot perceive the force of this distinction, pressed to the extent to which the argument attempts to carry it. Truancy is a fault committed wholly beyond the precincts of the school; yet no example is more contaminating, no malconduct more subversive of discipline. May not an incorrigible truant be expelled, not as a punishment merely, but as a protection to others from injurious example and influence?

DISMISSAL OF TEACHERS.—The following opinion is taken from the official department of the *Illinois Teacher*, Hon. John P. Brooks, State Superintendent of Public Instruction. His remarks apply to this State equally as well as

to Illinois, and are quoted, in answer to several letters of inquiry in relation to the employment and dismissal of teachers:

School Directors may dismiss a teacher from employment before the expiration of the school-term, without procuring from the School Commissioner a revocation of the teacher's certificate. The mere possession by the teacher of a certificate of qualification gives him no *right* to claim employment of a School Board, but is simply a legal *permission* to obtain employment in the public schools, subject always to the conditions proposed by his employés, to wit, the Board of Directors. Conditional to a teacher's employment, it is required that he be possessed of good moral character; that he be competent to perform the work assigned him; that he be diligent in the performance of his duties, and that the government which he exercises over his pupils be characterized by kindness rather than severity. If, after his employment, it be discovered by the directors that he is incompetent to teach, negligent of his duties, cruel in his administration, or immoral in conversation and deportment, the law will justify his immediate dismissal on the ground of *unfitness to teach*. The same reasons which justify his dismissal by the directors would justify the revocation of his certificate by the commission, provided those reasons involve an inevitable disqualification for his work. In such case the certificate should be revoked. But it does not truly follow, that because a teacher is unqualified to keep a school of certain grade, he is not qualified to teach one of a different and lower grade. While unfitted, from a deficiency of learning, or from a want of experience, for the duties required of him as teacher of a superior school, he may be sufficiently qualified to teach an inferior one. His failure to answer the expectations of his employers and the public in the *higher* position, should constitute no bar to his admission to a *lower* position.

Directors *may* procure the dismissal of a teacher by means of the revocation of his certificate, though they *need* not apply to the commissioner. If application be made to the commissioner, and that officer, being satisfied of the necessity and justice of the course, does revoke the certificate of the teacher, such revocation involves a dismissal from the school, inasmuch as it is a dismissal from the profession of teaching. But directors are not *required* to pursue such a dilatory course in ridding the district of an incompetent teacher. They may dismiss him at once, and directly, upon their own responsibility.

SEC. 7 vs. SEC. 66.—If the Superintendent of Public Instruction will allow a correspondent to disagree with him through his official columns, I should like to say that though "the result of attempts to tinker the School Law by those who know nothing about it is beautifully illustrated" by the apparent operation of the Pierce Amendment, I think the *practical* result of the amendment will be found much more apparent than real, and that it will not accomplish the Senator's intention, if he wished the schools to be taught only three months instead of five.

Sec. 7 reads: * * * "It is hereby *made the duty* of the Trustees * * * to levy, and *they shall levy* a direct tax," etc., etc., sufficient to keep the school open five months.

This section is not merely directory, but is as *mandatory* as the English language can make it. There is no possible chance of getting over, or under, or beyond, or behind, its being the *duty* of the Trustees to levy the tax, if there are not sufficient funds otherwise provided to keep the school open five months. And if either you or they think there is no *penalty* for non-performance of this duty, I should like all parties interested to read Section 2 of the Act of March 14, 1853, (Stat. '53, p. —,) "To prevent extortion in office, and to enforce official duty," now in full force, and reading as follows:

"SEC. 2.—Any person now holding, or who shall hereafter hold, any office in this State, who shall REFUSE *or* NEGLECT *to perform any official act*, in manner and form as now prescribed, or as hereafter may be prescribed by law, shall *in like manner* be deprived of office."

The manner is very simple, very short, and very complete. The officer is cited to appear before the District Court on a day fixed, not less than five nor more than ten days from the filing of the complaint. Upon defendant's appearance, or if he does not appear, on his default, the Court is to proceed in a summary manner to hear and determine the matter, when, if the charge is found true, "the Court shall enter a decree that said party complained of shall *be deprived of his office*, and shall enter *judgment for* $500 in favor of the complainant, and such costs as are allowed in civil cases."

Thus, you see, there is little or no danger of the schools being closed for want of money before the expiration of *five* months. The only question is, if the Trustees will raise the required funds (if any are necessary) by taxation, or contribute the money at the rate of $500 each out of their own pockets, for, of course, County Superintendents will see that they either comply with the law or are complained for the public good.

ABSTRACT OF REPORT OF STATE NORMAL SCHOOL FOR AUGUST:

Whole attendance during the month	60
Average daily attendance during the month	55
Number admitted during the month	5
Number left to engage in teaching, during the month	1
Whole number of young ladies	54
Whole number of gentlemen	6
Number who had taught previously to entering	9
Number in attendance from San Francisco	40
Number in attendance from other counties	20

The following counties are represented in the school the present session, and from which members had not been admitted during any previous term:

Tulare, Sonoma, Mendocino, Sutter, Sierra, Napa, Calaveras, and Placer.

The following members of the school, in the order represented, have received the greatest number of credits during the month, in their respective classes:

Senior Class.—Mr. W. R. Bradshaw, Mr. E. Broadbent, Mr. H. E. McBride.
Junior Class.—Miss M. F. Youngberg, Miss Mary C. Reed, Miss C. E. Campbell.
Sub-Junior Class.—Miss M. E. Metcalf, Miss Isabelle Leahy, Miss A. Slater.

A lyceum has been organized in connection with the Normal School, the sessions of which have been held on Friday evening of each week. As it is somewhat inconvenient for many of the female members of the school to attend the meetings in the evening, it will probably be found desirable to hold the sessions of the lyceum on Friday afternoon in future, thus affording an opportunity for all the pupils to participate in the exercises.

The exercises consist of discussion, select reading, addresses, declamation, and the reading of the paper, which is issued weekly in manuscript form, under the direction of two of the young ladies of the school.

STATE REGISTERS are now ready, and County Superintendents desiring a supply will forward orders. Teachers will apply for them to their County Superintendents.

Resident Editors' Department.

State Educational Society.—We are glad to learn that new vigor has been infused into this Society, which will doubtless rank, ere long, as first of the educational agencies of the State. A rule requiring each member present to contribute at each meeting something of interest and importance relating to the cause of learning and education has been put in force. As was expected, essays, narrations of facts and experience, criticisms, speeches, illustrations of methods of teaching, etc., have poured forth, as the waters came out of the rock in Horeb. At the last meeting of the Society the main topic of interest was the formation and development of right character in scholars. Whilst a majority of the teachers acknowledged their obligation to train their pupils morally and religiously, intellectually and physically, striving to make them perfect in every respect, a few argued that nothing but the intellectual and physical education of the young was specially intrusted to their charge, or demanded of them by society; that whilst parents could demand that the school-room should be free from all impure influences, and that their children should be returned to them as moral, religious, and healthy as when they first left home; beyond that, nothing but their intellectual improvement was demanded of the teacher. To analyze the character of the scholar, to test, develop, and strengthen his innate moral faculties, probe into the moral obliquities, and discover the physical defects of the child, was the sole province of the parent, the Sunday-school teacher, and of the clergyman. That our community, to a great extent, entertain these one-sided views of a public school teacher's duties, is plainly manifest; for were it otherwise, there would not be so much apathy shown in regard to the education imparted by our "Godless public schools." And were not such views entertained both in the schools and out, the religious denominations in our midst would, we think, be less zealous in their support of sectarian private institutions, and more fully alive to their duty as citizens to secure for this young State all those blessings which a system of public schools can best, if not alone, dispense to the masses of humanity. The pulpit, the public school, and the newspaper are the three most potent civilizers of modern times. To render each of these humanizing agents most efficient in its sphere, is the duty and the pleasure of every true Christian, philanthropist, and patriot.

WHO IS THE FOUNDER OF THE PUBLIC SCHOOLS OF CALIFORNIA?—The last Legislature authorized the Board of Education of San Francisco to appropriate six hundred dollars for removing the remains of Mr. T. J. Nevins from Nevada to this city. Since the reinterment of his remains, a monument has been placed over the grave. On this monument an inscription has been made, styling Mr. Nevins "Founder of the Public Schools of California." The veracity of this inscription was questioned, and after laborious research and diligent inquiry of the pioneers of the State, a committee of the Board of Education have reported that the inscription is not in accordance with facts, and that the honor attributed to the late Mr. Nevins, who was the first Superintendent of Public Schools in this city, rightfully belongs to Mr. John C. Pelton, Principal of the Rincon Grammar School, and who taught the first public school in this State. The committee have prepared a voluminous report, which will be published.

A GOOD EXAMPLE FOR SCHOOL TRUSTEES.—The Board of Education of San Francisco lately subscribed for one copy of the CALIFORNIA TEACHER for each of their members, and thinking, as we opine, to make a good job of it, they ordered that one copy should be furnished to each female teacher in the Department. When we touched the gold, as the French say, we felt a touch of gratitude to the generous "iron-clads," and we vowed that whilst the TEACHER had a shot in the locker, we would stand up for this Board.

CONTRA COSTA COUNTY INSTITUTE.—The Teachers' Institute of this county was held at Pacheco, the county seat, on the sixteenth, seventeenth, eighteenth, and nineteenth of August. The exercises were opened by an address from the County Superintendent, Rev. H. R. Avery. The State Superintendent made the first evening address to the citizens and teachers, on the subject of the Duties of Parents and Teachers. Mr. Thurber, of Walnut Creek District, presented the subject of Penmanship in a very interesting and practical manner; Mr. Corliss, of Martinez, gave a drill in Arithmetic and Algebra, and several other teachers took up various topics. In the absence of Dr. Strentzel, who was to lecture on "Physiology," the State Superintendent occupied the evening in giving elocutionary readings. Rev. Horace Richardson gave the third evening lecture on Patriotism. Mr. H. S. Raven, a young teacher from a small district near San Pablo, subscribed for Bamorel's American Journal of Education, and ranks as one of the *two* teachers in this State who are known to us as readers of that best educational journal in the civilized world. When Mr. Raven wants another school, we shall not hesitate to recommend him to a far better place than his present one. The supervisors of this county have raised the salary of their County Superintendent from one hundred and fifty to four hundred dollars. They ought to raise it still higher, and doubtless would do so, but for the general failure of the crops, and the consequent "hard times." The citizens of Pacheco have erected a fine new two-story school-house, which is neatly finished and provided with Holt's Patent Desks.

NEW YORK.—The Tenth Annual Report of the Superintendent of Public Instruction of the State of New York, for 1863, by Hon. Victor M. Rice,

comes to us in a volume of 286 pages, printed on the finest paper in the best possible style of typographical execution. The statistical tables are arranged in a neat and business-like manner, and are so handsomely printed that it is a pleasure to look at them. The matter of this Report is characterized by the same ability which has marked the previous Reports of Superintendent Rice. The whole number of children attending school during the year, was 886,000; average number belonging, not given. Total number of teachers employed, 26,213—of whom 6,394 were males, and 19,819 females. Total amount of expenditures, $4,381,287. The whole number of pupils in the State Normal School was two hundred and seventy-nine—of whom sixty-one were males, and two hundred and eighteen females. The graduating class numbered sixty. Fifty-five Teachers' Institutes were held in forty-seven of the counties, and 9,000 teachers were in attendance "ten working days," on an average. The complicated, amended, and somewhat cumbersome School Law has been revised, condensed, and codified. The Superintendent speaks highly of the Oswego Training School.

MICHIGAN.—We acknowledge the receipt of the Twenty-Seventh Annual Report of the Superintendent of Public Instruction of the State of Michigan, with the accompanying documents for the year 1863, by the Hon. J. M. Gregory, a handsomely-bound volume of two hundred and fifty pages. It is an able and interesting report, giving a full exposition of the educational interests of the State, and treating at length on many interesting topics relating to schools. The whole number of children attending school in Michigan is 223,000; number of male teachers employed, 1,610—female teachers, 6,905; number of districts having FREE SCHOOLS, 2,635; whole number of districts, 4,375; volumes in township libraries, 68,181; volumes in district libraries, 97,000; value of school-houses and sites, $1,864,000; total expenditures for the year, $834,000. The Superintendent recommends that the school money derived from the *two-mill property tax*, be divided, one-half among the districts, without regard to size—the other half among the districts, *pro rata*, according to the number of children. The State Normal School is in good condition, numbering 400 pupils. The State University never before numbered so many students, the whole number being 857, of whom 218 are in the Law School, 339 in the Medical College, and 300 in the College of Literature, Science, and the Arts. Total number of graduates for the year, 124. That section of the Report relating to School Government is so good, we wish space could be found for the whole of it in the TEACHER. The last pages of the Report will be found as an extract in the body of this month's Journal. Attached to the Report is the Michigan School Law, with full and interesting comments; also, an appendix of "Judicial Opinions and Decisions on School Laws," from which we may have occasion to quote.

THE CALAVERAS COUNTY TEACHERS' INSTITUTE met at Mokelumne Hill, September 6th, and continued in session four days. Superintendent Swett made the first evening address, on the importance of self-culture to teachers, urging the formation of a County Teachers' Library. He was followed by Professor

Knowlton, formerly Principal of the Saint Louis High School, who gave a most able and instructive lecture. Dr. Barstow, of San Andreas, presented the subject of Physiology in a full and interesting manner. Evening lectures were given by Rev. H. S. Huntington and Morrés Frink, Esq. On Thursday evening Professor Knowlton and Mr. Swett gave an elocutionary entertainment for the benefit of the Teachers' County Library, which was well attended, and which netted a handsome little sum for laying the foundation of the library. The County Board of Examination held a session for the examination of teachers.

Amador County Teachers' Institute.—In answer to the call of County Superintendent Townsend, all the teachers of this county met at Jackson, September 7th, for a four days' session. Lectures were given by Superintendent Swett and Professor Knowlton on various school topics. Prof. Knowlton, who is a graduate of Dr. Dio Lewis' Institution, Boston, gave some illustrations of "Light Gymnastics," with the fine set of apparatus belonging to the public school of Jackson. Evening lectures were given by Messrs. Frink and Mason. An evening was devoted to select readings by Prof. Knowlton and Mr. Swett, for the benefit of the Amador County Teachers' Library. Seven counties have now laid the foundation for libraries. What county will next be added to the list? The Institute was a decided success.

Teachers' Contract—Board of Education versus Teachers.—Such lively times as the School Department has had for the past two months were never before witnessed in this excitable town. Never before did the Press groan under such a weight of abuse, ridicule, and sarcasm as has of late been daily hurled at the "Fossils" that compose the Board of Education. Whilst we recognize the force of the metaphor, still "Fossils" reminds less of this "Sapient Board" than of "Old Prof.," who, with his specs on top of his venerable head, and a fossil in hand, was wont to hold forth in the laboratory on the antiquity of Mother Earth. There is too much of the aroma of college reminiscences in this soubriquet to satisfy our idea of the Board. We offer as a substitute for "Fossil" the term "Iron-Clad," as it typifies better the unimpressible composition of the Board, and accounts for their "All-fired Obstinacy." Peace, however, has been declared between the belligerents. The teachers have signed the contract, obligating themselves to perform their school duties faithfully, to attend either the Normal School, or the Teachers' Institute, once a month, to not resign until the end of a school term; and the Board have accepted the instrument as an obligation to pay an annual amount in gold coin for the services of the teachers. The only advantage of the contract, so far as we know, is that the salaries of the teachers are secured for the year, whereas in the days gone by many a poor teacher had to pledge his audited demand on the School Fund, in order to raise money enough to defray his inevitable board bill. As this little transaction cost the teacher two and three per cent. per month, for interest on the sum borrowed, so long as school funds were wanting, she did not feel very jovial in her daily rounds in school.

San Francisco Teachers' Institute.—The proceedings of this association have been of late unusually entertaining and instructive. At the July meeting Mr.

A. E. McGlynn read an essay on "Manners and Morals," and, at the last session, Mr. T. S. Myrick, Principal of the Union Street Grammar School, entertained his audience with an article on "Patriotism in Schools." We regret that the narrow limits of our journal have allowed only the partial publication of one of these essays. As now organized, the Institute has three classes—the teachers of Grammar grades, forming one class, and the Primary assistants, divided according to rank in the schools, making two other classes. The classification of members is made according to the positions they occupy in the Department, and the course of study and class exercises are confined to the elucidation of such methods of teaching, and to the dissemination of such facts and information as are particularly appropriate to the schools and classes that are under the training and instruction of these teachers. Fortunately for the Institute, the plan of voluntary attendance has been abolished; and, at the instigation of its most zealous members, the Institute has been placed under the supervision and control of the Board of Education. With Prof. Minns at the head and the Board in the rear, the Institute *curriculum* ought to move on, even though, with *rotis fervidis*, it fail to reach the goal of distinction. We were not a little edified by Prof. Minns' dissertation on "Plants," and his exposition of the "Constitution of the United States." We own up that our knowledge of botany, and our acquaintance with that sacred instrument, the Constitution, have not cost us much pains to acquire. Humboldt, Hugh Miller, Lardner and other worthies, have peered at us from our book-case, lo, these many years, seeming to our guilty conscience, indignant at their dust-enveloped covers, and our cold neglect. But the day is fast approaching, when the natural sciences, taught by object lessons and philosophical apparatus, and supplemented by the science of music and belles lettres, will usurp the prominent places held in the school room by mathematics and the dead languages. Before that new era of science dawns in our schools, we shall dust our book-shelves and our dingy, cobwebbed reminiscences of $No^5 + HCe + So^8$, and be ready, we hope, to renew fellowship with Cosmos, etc.

Personal.—Miss E. W. Houghton, recently from the Providence, R. I., High School, has received the appointment of assistant female teacher in the State Normal School. Ebenezer Knowlton, formerly Principal of the St. Louis (Missouri) High School, and more recently associated with Dr. Dio Lewis in Boston, has been appointed teacher of elocution and light gymnastics in the State Normal School. Prof. Knowlton is also engaged to teach these two departments in the California College and the Preparatory School at Oakland. T. W. J. Holbrook, member of the California Educational Society, and holder of two State diplomas, has been appointed Sub-Master in the Bush Street School in this city. Ira G. Hoyt has been promoted to the Principalship of the Rincon School, in place of John C. Pelton, removed.

To Subscribers.—(1.) When changes of address occur, the only way to secure prompt attention at this office is to furnish the name, the former address, and the new one, in *writing*. (2.) Many writers incur a useless expense in registering letters containing coin. Safety is not materially increased by this trouble, and we recommend the discontinuance of the practice. (3.) The San Francisco,

teachers will henceforth find their copies at the Post-Office on the first day of each month, instead of at the City Superintendent's Office, as heretofore. Any of the Principals who prefer to send to the publication rooms on that day for the copies addressed to their schools will be kind enough to give written notice to that effect, and their packages will be so arranged.

THE AMERICAN PHRENOLOGICAL JOURNAL AND LIFE ILLUSTRATED, is received each month, and welcomed as a good worker in the cause of education among the people. Samuel R. Wells, Editor. The number before us, for September, is marked Vol. 40, No. 3, and contains a great variety of articles, the leading one being a sketch (with portrait) of P. R. Spencer, the great penman. New York: Fowler & Wells, 389 Broadway. Monthly, $2 per year.

LITTELL'S LIVING AGE, No. 1055, opens with an article from Blackwood upon "The Napoleonic Idea in Mexico," followed by ten pages from the Edin burgh Review on "The Queen's English," which latter article we would be glad to reproduce in this journal. Sometimes we are inclined to think Mr. Littell reads stories too much, and then repeats them beyond measure in the Age; but just as we resolve to whisper this in his ear, comes a solid number, containing papers that furnish matter enough to engage our attention for weeks, so that the intended hint is, like his long stories, forgotten in our gratitude. Boston: Littell, Son & Co. Weekly, six dollars a year; postage prepaid.

THE CALIFORNIAN—Which by the way it is a very Christian act for us to commend, inasmuch as we have to pay our bit for it every week, just like common people who are not editors—is the best literary paper published on the Pacific coast, and we are not sure but it is the best in the United States. The price is five dollars a year, and the paper is worth double the money. In one of the recent numbers we noticed some extracts from "a complete letter-writer," which may possibly be published some time; and, as a hopeful and happy schoolmaster has at last been found, (the author of the following private note, which came to hand this morning) we beg leave to offer his words as a good specimen of composition for said new work. If Oregon has any more such schoolmasters, we think the school-house up yonder don't need many repairs. And then, too, they pay teachers their salaries during vacation, just as San Francisco has commenced doing. Good for Oregon—or any other place!

"School opened finely; the ladies are all pleasant, and haven't said 'I am just as tired as I was when school closed;' the attendance is good; the children are full of ambition; my own class has resumed operations with unusual gusto; we get our salaries for vacation; my little boy slept alone last night for the first time in his life, and is exceedingly proud of the achievement; the garden is flourishing splendidly; our five hens laid four eggs yesterday; a neighbor has promised me one of a litter of eight beautiful pigs; and these are not all, but I can't think of any more.

"Of course there are a few drawbacks: One of my most desirable pupils has left school, on account of removal; one of my least desirable ones has made it imperative that I should whale him; the clover seed has been blown off the

beds, and has grown very thickly in the paths and very sparsely in the beds; I can't, with the utmost exertions, find out which of the five hens was the delinquent that failed to lay; and the rooster stubbornly refuses to assist in the investigation; the neighbor, ungenerous fellow, refuses to comply with his promise in regard to the donation of the pig, and I have no legal redress, as there is notoriously no justice in this country. However, these little things are too unimportant to be troublesome, and of course they fail to disturb the equanimity of my mind. I know it will make you feel good to read this good account of my mental condition. May you before long get to be a pedagogue like me, and like me, in consequence, be supremely happy. Your friend."

Book Notices.—The following new works have been received:

Rambles Among Words: Their Poetry, History, and Wisdom. By William Swinton. Revised Edition. New York: Dion Thomas: San Francisco: A. Roman & Co. pp. 302.

Books of this character are much needed in Teachers' Libraries. The titles of the Rambles will give some idea of their nature. We have quiet talks upon "Verbal Ethics," "Synonyms and their Suggestions," Fancies and Fantastics," "Words of Abuse," "Fossil Histories," "Growth of Words," etc. About fifteen hundred words are met in these Rambles, with special remarks, unfolding in many instances a wealth of meaning of which the common reader was before ignorant. Let the County Library Committees make a note of this volume for future use.

The Forest Arcadia of Northern New York: Embracing a view of its Mineral, Agricultural, and Timber resources. Boston: T. O. H. P. Burnham. San Francisco: H. H. Bancroft & Co. pp. 224.

A handsomely-printed little book, chiefly interesting for two classes: One made up of citizens of St. Lawrence and neighboring counties in the State of New York, and the other of gentlemen in Eastern cities who have a vacation to spend among the forests still fresh and wild from Nature's hand.

Willson's Larger Speller; a progressive Course of Lessons in Spelling, arranged according to the principles of *Orthoepy* and Grammar, with exercises in Synonyms, for Reading, Spelling and Writing, and a new system of Definitions. By Marcius Willson. Harper & Brothers. pp. 168.

We are glad to welcome this Speller, so happily introduced by "Willson's Primary Speller." To teachers who have used this little book, it is enough to say that the "Larger Speller" is based on the same system of arrangement, and is in no respect inferior. As one of the State series, it, of course, will soon come into general use. We have no space to notice its merits, except to state that it is full of constructive exercises in the formation of sentences, and hence, is a good foundation for a practical knowledge of grammar.

Eaton's Intellectual Arithmetic. Taggard & Thompson. Boston. pp. 176.

This book of the State series, for which teachers have been patiently waiting, is now ready, and can be obtained by ordering from H. H. Bancroft & Co., San Francisco. It is Warren Colburn's "Intellectual Arithmetic" improved by the addition of examples in written arithmetic.

SAVAGE AFRICA: Being a narrative of a Tour in Equatorial, Southwestern, and Northwestern Africa: With notes on the habits of the Gorilla; on the existence of Unicorns and Tailed Men; on the Slave Trade; on the origin, character and capabilities of the Negro, and on the future civilization of Africa. By W. Winwood Reade. With Illustrations and a Map. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 452.

This book, unlike Captain Speke's in every respect, is still more interesting. The author is a young man who tells the story of his adventures in an off-hand way, enjoys the good things of his life, laughs at the annoyances of travel, never gets sentimental without cause, and always uses the nearest word in describing his views. Philosophical the book is not: hardly poetical; sometimes rather coarse; but it is a narrative of travels in which the reader goes with the writer, and while often having cause to find fault with his companion, always lays down the book in good spirits. If the adage that "Laughter helpeth digestion and cleareth the cobwebs from the brain" be true, the editorial third who writes book notices must be more healthy and clearer in thought by his reading of "Savage Africa."

JENNIE JUNEIANA: Talks on Women's Topics. By Jennie June. Boston: Lee & Shepard. San Francisco: H. Roman & Co. pp. 240.

Notwithstanding the sentimental hint of the first title, this book is a right sensible "Talk;" made up, we presume, of small articles first published in some newspaper. The table of contents would be invaluable in a boarding-school for young ladies, not only as furnishing a number of subjects suitable for composition, but as also suggesting topics that interest the reader. We commend the little volume to our lady subscribers.

LIBBY LIFE: Experiences of a Prisoner of War in Richmond, Va., 1863-64. By Lieut. Col. F. F. Cavada. Philadelphia: King & Baird. San Francisco: A. Roman & & Co. pp. 221.

No attempt is made in this little volume to picture the horrors of prison life. It is, rather, a simple story, setting forth the methods by which the soldiers succeed in killing time while passively serving their country, without the excitements of such freedom as is permitted in camp life or on the battle field. Enough of the sadness of captivity is portrayed, however, to quicken every patriotic effort to bring about the close of the present struggle, by thoroughly subduing the power of a rebellion which subjects prisoners of war to such weary suffering. The book is full of vivid illustrations, and well repays the time spent in its perusal.

THE POTOMAC AED THE RAPIDAN. Army Notes from the Failure at Winchester to the Re-enforcement of Rosecrans, 1861-3. By Alonzo H. Quint, Chaplain of the Second Mass. Infantry. Boston: Crosby & Nichols. San Francisco: A. Roman & Co. pp. 407.

This is the most readable book on the war we have yet seen. Chaplain Quint keeps a sharp eye and a ready pen. He has thoughts of his own, and tells them frankly. While such materials for history are accumulating, one wonders at the ability some future Bancroft or Macaulay must display in selecting the best.

The sons of Massachusetts should every one of them read Chaplain Quint's book, and if any hearts have grown faint in the cause for which he labors, they will gain courage and hope from these genial pages.

A ROMAN & Co., have just issued a neatly-printed Catalogue of Theological and Religious Books, which contains in 64 pp. a classified list of books under thirteen different heads, and will be of great service to those of our readers whose tastes lead them to examine theological and religious subjects. We presume that Messrs. Roman & Co. will take pleasure in sending this catalogue free to any address that may be forwarded to them for that purpose.

CHRONICLES OF THE SCHONBERG-COTTA FAMILY. By Two of Themselves. New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 552.

This new edition of a work designed to give a clear insight into the marvelous changes wrought in the religious views of Europe in the time of the Reformation, is worthy of all commendation. The plan is such as to bring the reader in contact with the common life, and the private longings of the people in those wonderful days when Luther and his associates were lifting up a new standard, or rather raising again the old one. It is not a dry historical statement of that revolutionary movement in the religious thought of the world; but through its pages we understand the interior workings of the hearts that were beating hundreds of years ago as hearts are beating now. The book has little in common with the modern "religious novel," though its stand-point adapts it rather to the private or the Sunday School than to the District or Teachers' Library.

THE EARLY DAWN; or, Sketches of Christian Life in England in the Olden Time. New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 397.

This is the latest work of the author of the "Chronicles of the Schonberg-Cotta Family," and is designed to show for England what was shown in the previous work for Germany. It has the same pure spirit, and while, perhaps, less deeply interesting, it is valuable to those who would realize what has been accomplished for freedom of religious thought in the few centuries past. It tells us of Alfred the Truth-Teller, and of various martyr-souls that worked out for themselves the great problem of man's "chief end" in this earthly living.

HUMAN SADNESS. By the Countess of Gasparin. New York: Robert Carter & Brothers. San Francisco: H. H. Bancroft & Co. pp. 273.

We took up this book with a half expectation that it would prove an autobiography of some teacher. The title suggested certain emotions that are familiar to those who have borne the heat and burden of the school-room days. We were disappointed. It is not devoted exclusively or even mainly to the teacher's life. It is, however, a pleasant book, that appeals to a wider circle of readers, for human sadness is not by any means monopolized by our profession. The topics treated of are world-wide. We are led over many of the causes which produce sadness: Weariness, occupation, death, want of appreciation, etc. It is written with a certain sympathy that only a French lady could throw into type, and will unquestionably find many a chord responding to her touch with most excellent music.

ORATION, POEM, AND SPEECHES: Delivered at the General Alumni Meeting, held at the College of California, Oakland, Cal., Tuesday, May 31st, 1864. San Francisco: H. H. Bancroft & Co. pp. 96.

We cannot avoid mentioning this unique volume, though we believe it was printed by subscription, and can hardly be considered a publication. We regret that an edition was not published which would enable us to recommend all our teachers to purchase for preservation the account of what was said and done at that most pleasant gathering of college men.

FELTER'S ARITHMETICAL ANALYSIS. No. Two. New York: Charles Scribner. pp. 394.

Under the impression that no man has a moral right to add to the number of text-books on arithmetic and kindred topics, unless he can present something new and useful, we took up No. Two of this book, with, if not a feeling of prejudice, at least one of antagonism, as visions of Robinson, Davies, Thompson, Greenleaf and a host of others came before us, and made us wonder if this new comer could possibly have picked up anything worth looking at after so many sharp-eyed explorers had gone over and abandoned that path of school-room science. We have read the book carefully, and with an eye to the benefit our own class might derive from it immediately. We acknowledge that our time has been profitably employed. The resolution of the complex analysis into elementary steps is alone worth writing a book about. The manner of dealing with the problems in interest is not to be found in any other we have seen; and the review questions copiously scattered through the book are at least suggestive of what *ought* to be done. Of course, the book does not contain *every thing*. It is not intended to supersede all others in common schools, although it is fully equal to any in use. It is, however, *especially* suitably for commercial schools, and in such should take precedence of all others extant. M.

ENOCH ARDEN, ETC. By Alfred Tennyson, D.C.L., Poet-Laureate. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 204.

"Etc." here means, among other things, "Aylmer's Field," "Sea Dreams," "The Grandmother," "The Flower," "The Sailor Boy," "A Welcome to Alexandra," "The Voyage," and the "Ode sung at the opening of the International Exhibition." But "Enoch Arden" is better than they all, good as many of them are. The story is simple; one that everybody can understand to some extent, and its beauty is worthy of the magnificent attire in which the poet clothes it. It seems to us that no one can afford not to have read "Enoch Arden."

TALES FROM SHAKESPEARE. By Charles and Mary Lamb. New York: Frank H. Dodd. San Francisco: H. H. Bancroft & Co. pp. 365.

We have here a beautiful edition of a work whose merit has been acknowledged in too high quarters to render it necessary for us to express an opinion thereon. In plain and simple language the stories are so told that not only children are interested and prepared to read understandingly the plays themselves at a proper age, but the adult, already familiar with the great dramatist, may enjoy a new pleasure therefrom. We commend this tasteful edition to all lovers of good matter in good form.

THE

CALIFORNIA TEACHER.

NOVEMBER, 1864.

Vol. II.] SAN FRANCISCO. [No. 5.

ADDRESS OF REV. DR. BELLOWS.

Delivered at the Dedication of the Bush Street Grammar School, San Francisco, Thursday, September 22d, 1864.

[PHONOGRAPHICALLY REPORTED BY A. J. MARSH.]

Rev. Dr. BELLOWS was introduced, and said:—

Mr. President, and Gentlemen of the Board of Education, Mr. Mayor, and Fellow-Citizens: I rejoice to be permitted to pass an hour or two of the last precious day of my stay on this coast in a scene like this; and in the participation in a pleasure so pure and so high. I feel as if that long voyage that lies between me and the Atlantic States were abolished; for I find myself, in the midst of this assembly, as it were, in old Boston again—a copy of one of her beautiful school-houses before me, and the familiar scenes around me which I have so often witnessed in the city of my boast, and pride, and birth—Boston;—for twenty-five years of life in New York have not sufficed to wean me from the maternal breast, from which I nursed the early milk of education, of liberty, of patriotism, of life. And, therefore, it is with pride and joy that I see a Boston school-house erected here in the midst of San Francisco; and not only a Boston school-house, but I see Boston men about me, and Boston children before me, and Boston ideas, and Boston hopes, and Boston patriotism, gleaming in the eyes and

faces of all these youth that represent Young America and Young California. [Applause.] I say Boston, not because there are not other just as good parts of the country—as Cincinnati, Chicago, St. Louis, Philadelphia, or New York—but they are all represented by that word "Boston."

* * * * * * *

I do not know, young people whom I see before me, whom it is my pleasure and duty most to address, these seniors, these grave and elderly people about me (for I find that anybody in California who is over about forty years of age is a very venerable member of society), or you young folks.

I wonder if you know all the privileges and glories of your great opportunity here. I wonder if you know how many of us old fellows—for I have come to be very old here in California—father, and grand-father, and I know not but beyond that even,—I wonder if you know how some of us would like to be back where you are, and go to school as you go to school, under all the peculiar and glorious privileges that belong to your generation and your position. If there is any place in the world where children ought to go to school, and ought to love to go to school, it is here in California; for there is no place in the world where external nature, and political and social circumstances, are stimulating the human mind in such extraordinary measure and degree. And do you know, that just in proportion to the amount of motion, activity, and excitement that stimulates the mind and heart of man, is the necessity of that drill and training which can reduce these powerful instincts of human passion, human desire, human aspirations, and interests, to something like a well-regulated control? The human heart is liable to burst out here in California in strong passion, power, and vitality, and to exhibit its purposes in larger and more tumultuous measures, than in any other place on the earth; and it is the duty of schools and churches to harness these tremendous powers, to put them into the thills, to subject them to the reins, and to obedience, that they may not run away with our social order, and hurl it into swift destruction.

And I do not think the good people of California fully appreciate the fact that they have not yet begun to know what thing California is going to be,—that they are the heirs of an old state of soci-

ety. Full of the thoughts, full of the wholesome prejudices and partialities, full of the institutional tendencies, and with all the restraints that belong to the condition of life and things in which they were educated at home, they will always remember the places from which they came. They have transplanted here their churches, and schools, and customs, and usages, and are in the enjoyment of the protection, and under the inspiration of that country which they remember.

But how is it to be with the rising generation, that "know not Joseph?" How is it to be with those that do not remember the old customs and places, and know not what their institutions were? We cannot know what the inevitable tendency of things must be when this new generation shall be left, the old generation having died off, in the full and absolute control of the future of this coast. I tell you one thing—I do not like to say it, for I do not want to abate hope, or confidence, or pride—but I tell the people of California, that in some respects they have seen their best days. I tell the people of California, that there are difficulties before their State, and before this whole Pacific Coast, of which few of them seem to be aware, or prepared for. Few here seem to me to know and appreciate the fact that the old influence will necessarily, in a large degree, die out with the generation that brought it here, and that the new generation can never be fully innoculated with those influences that are so precious, and which they have brought with them. You little know—you LITTLE know—what this coast owes to its parentage. But it is to be orphaned before a great while, and then what the orphan boy of California will do or become is a matter of the gravest uncertainty, and of the most solemn anxiety, and a matter in which every good citizen, whether in church, school, or State, ought to concern himself, with the profoundest resolution, and the devotion of all his energies, to preparing, as far as may be, a cloudless prospect for our young State. Therefore it is, that I look upon our churches and schools, and all the softening and refining influences that we can by any possible means introduce into this community, with the profoundest approbation and the most tender sympathy and love.

* * * * * * *

Now what are you going to do, young people, with the oppor-

tunity that Divine Providence has given you to-day? I am glad to see so many girls here to-day—let me call them girls; I do not believe in young ladies until they are eighteen at least [laughter]—let me say to these girls that I rejoice to see so many of them here to-day. I am glad you are here, because I want to say a word or two to you in a fatherly way, which, though it may not be very pleasant to hear now, may at least be useful to reflect upon as you grow older. I think the girlhood of California needs especial attention and care. How delighted I was to hear our Mayor draw that important distinction between education and training—between that which goes to the formation of character, and that which goes to storing and stimulating the mind. Knowledge is a great thing, young ladies and young people; wisdom is much greater—the wisdom to know how to live gentle, pure, useful, and religious lives; how to become good daughters, good sisters, and presently, good mothers; how to become good guides and conductors of those great interests that God has entrusted to womanhood. Now I say, and I say with regret, that there are certain tendencies in our California life—girls, I am speaking to you—certain tendencies in our California life which are not favorable to the harmonious, delicate influences of womanhood. There is a coarsening influence in your air. You know, and see, and hear much that it were well you should not. You are too eager to get forward in life; not contented enough to be little girls, or any kind of girls, but women. You press forward too eagerly and proudly into places which you ought to shrink to take. You need to cultivate, in short, more of reserve, more of that shrinking from the world, more of that delicate retirement or modesty of spirit which is the true robe and grace of womanhood. I know how it has been in this country; how woman here has had to buckle on and contend with the fierce necessities of life, and become almost a man, and to do a man's work, in a large part of the country. And if that necessity is laid upon woman, it is her duty and her honor to rise to the occasion, and do whatever Divine Providence has given her to do. But do not let us come to think that women are merely men in petticoats. [Laughter.] Let us keep up at least the fiction that Divine Providence has assigned a different place, a different sphere, and different duties to your sex. And California needs all the tenderness, all the

delicacy, all the discipline, that comes from a gentle, affectionate, reserved, modest race of young women.

I tell you this—that the domestic life of California is the most unpromising thing here; that you have not yet established it, nor even the foundations of it; that you do not yet know what the true domestic life is. And nothing in the world impresses itself upon the stranger so painfully as that one thing, that domestic life here is not yet fitly developed—is not yet upon a high plane or standard, and there is much—oh, how much!—to learn. There is one thing about your climate that is a great calamity. I suppose you think it a privilege to be able to do without fires to a considerable extent; but oh! do you reflect what it is to be without a fire on the hearth? to be without a fireside, and have no fireside habits? Do you remember all the joys connected with that sacred flame? Next to the holy flame of piety, perhaps the most precious that ever burns on any altar in the world is the flame enkindled upon the family hearth. Now you cannot change your climate, and you do not want to, I suppose; but do strive to cultivate more and more the home influence. And it falls to you, young women, more than to any one else, to do it; it is on your shoulders, girls, that the burden rests, to study what you can do to make home more happy, more sacred, more refined, more all it ought to be, and what I am sure it is in your blood to make it, if you only will. [Applause.]

In regard to the separation of the sexes which has been mentioned, do I understand that this is the first school in which that has been attempted in San Francisco?

The SUPERINTENDENT. The first public school. The first public school in which it has been attempted in San Francisco.

Dr. BELLOWS. Well, as one who has long been an observer in matters of education, I am glad of the experiment. I think it will succeed, and it ought to. It falls exactly into the line of my thought in regard to this community and its wants. We do not want the sexes mixed too early in this community; we want to keep our boys and girls in separate parcels for awhile, and I believe you will find great advantage in it.

It is deplorable to me to hear that there are so many children who go to neither private nor public schools. I declare, I think it would be well to have the law of Prussia enforced here, making it

compulsory to send all children to school. I think an enlightened community would enforce such a law. A man has no business and no right to grow up in ignorance. If he does, he is a nuisance and a peril to society. He is a barrel of gunpowder in the midst of lucifer matches, liable to go off at any moment. [Laughter.] Society has a right to insist that she shall not be annoyed by murderers, by drunkards, and by every other form of evil and peril that springs from ignorance, and especially by men who know nothing of the duties of citizenship, and have not intelligence enough to appreciate the value of schools, and churches, and colleges, and all the institutions of an enlightened Government. Therefore, when the Government comes to understand its duties, I believe it will, in this country at least, make it imperative upon every parent to send his children to school. I wish it were a penal offense to bring up a child in ignorance. These two thousand or more boys, now running idly about your streets—their precise number I do not know —but I know there is enough of them to fill my mind with much solicitude and anxiety. As I have heard and seen them around the streets and squares, perhaps with cigars in their mouths, talking disgusting profanity and obscenity, I have said to myself, what is to become of a city in which hundreds of these "b'-hoys," as they call them in New York, are suffered to grow up in ignorance, idleness, and vice, to be hereafter let loose to undermine the foundations of social and political order?

Build school-houses, in God's name, as the greatest of all social economies. Tax your citizens, no matter how much, for education. I say every dollar a man pays for education, puts a dollar in his own pocket. It insures his house; it insures his life; it insures his property; it is the cheapest kind of insurance he can effect. And therefore, all this idle, ridiculous talk about the cost of schools, the cost of churches, and the cost of whatever regulates, stimulates, and elevates the mind and heart of man, is the absurd and superficial gabble of persons without hearts or minds of intelligence. Let us never listen to it. I hope the Board of Education will make the ears of the city ring, if there are any complaints about the demands that may be made upon the city, for the cause of education. Not that I care much for the beauty of churches or school-houses; I care a great deal more for convenience, and ventilation, and ample-

ness of room, than for mere architectural beauty. Let us have them built at any rate, and then, if we can, let us beautify and adorn the temples of religion and education, for they deserve all the honors we can give them. They are the pillars of the State, and let their columns be wreathed with flowers, carved with beautiful shapes, and decorated and adorned with all that skill, and taste, and genius can impart to them. [Applause.] But if we cannot have the ornaments, let us have what is all-essential, room enough, air enough, light enough, and what is more important than all else, wise, earnest, apt teachers.

Let us have in our schools men and women who are apt to teach. Aptness to teach is not in proportion to knowledge. Some men are like full bottles, so filled with knowledge that you cannot get anything out of them. Aptness is the especial faculty and fitness of the teacher. I have been in colleges where, perhaps, one young man would be the only inspiring professor engaged in teaching, and all the others would be so scholastic, such mere bookworms, and so absorbed in learning, that to them teaching would be a drudgery, which they would perform in a perfunctory way, and as soon as possible retire again to their books, interested only perhaps in editing some Greek classic, or in investigating the remains of some megalonyx, or in an inquiry into some geological structure, rather than in imparting from his stores of knowledge to youthful minds. We do not want such men in our schools. We want men with keen and cultivated intellect, and moral enthusiasm; men who go about teaching with a perfect zest, and a full appreciation of the importance of their trust; men with the moral and intellectual enthusiasm to elevate the children under their care, and an ability to impart what they know. Those are the qualities for teachers—always, of course, including sound morality and properly trained intellects and understandings. And I have reason to think you have many such teachers here, for I find many of our best people have come out here and engaged in the business of teaching. And as I have had occasion heretofore to observe in regard to the clerical profession, that here in California the average of clergymen seemed to be far beyond the average at home, so I am inclined to think that your teaching class here will average higher than what satisfies us at home. And so it should be, for it takes a better,

wiser man to guide these tramping, rushing, vigorous steeds before me here, than to guide our own young people in the ruts already beaten, and the more plodding ways in which our people go on.

Well, here I see before me Young California. Now I leave this State, and I leave it in your hands. The succeeding generations are flowing in here, as the successive waves beat upon your Pacific Coast. This is the future. This is the tide rushing in, its waves following ranks on ranks, and breaking at our feet. What is it to bring with it? This school-house is dedicated by the prayers of your chaplain to the service and honor of Almighty God. It is in some sense a church; not the church of any sect or denomination, but a church—for it includes, O how much!—of the kingdom of God. For the minds of men, and the minds of women, and the mental, and moral, and spiritual power that is wrapped up in your social organization—these are the basis on which all religion, all politics, all useful mechanic arts, and all else that is to make and to adorn the future of California must repose. The wealth of this State—I say it with literal application—is not in her mines, not in her soil, not in her commerce, not in her climate; it is in her population. More, of all that is valuable to God and man lies hidden in your young brains here, than was ever found or ever will be found in the mountains, and gulches, and streams of your mineral State. And could you realize it, young people; could you realize it, every girl and boy here that hears me; could you realize that here, in your heads and your hearts, is lying in every one of you capacities of service for God and man, opportunities of enjoyment, opportunities of a greatness that shall tell on the fathomless future and through the boundless ages of eternity, oh how would you value this school, and these teachers, and the city that gives you this free education, and the country that protects you in the enjoyment of it. [Applause.]

This edifice is dedicated to Almighty God. It is dedicated to the domestic, social, and intellectual future of California. It is dedicated to our country, because the cause of freedom, the cause of political and social order, depends more on the training of your minds and hearts than upon any other one thing that could be named. I stand here, then, in the midst of the future of this State, and of this Coast, and I understand we have only the leaders of

Young California here to-day; that there are three or four classes whom we have not been able to get up on this high level that you are on. You are on the mountain-top, as it were, and beneath you rests its successive strata of intelligence, promise, and youthful hope. Command the position you occupy, then, and rise a true mountain and temple of God—of holiness, of culture, of domestic fidelity, the jewel in your homes, young women, of cheering and sustaining influences to the other sex, and of docility to your teachers, and reverence for your elders, and those who lead you in sacred and divine things in other places. And may God bless you, and bring us all together in his own good time into his heavenly kingdom, where we shall be held, as you are now, strictly responsible for the manner and course of our lives, and especially for the wasted opportunities of our early days.

[For the California Teacher.]

JUVENILE DEPRAVITY AND THE PUBLIC SCHOOLS.

THE spirit of rowdyism and recklessness which precedes a Presidential election, seems to be contagious. Like colds, catarrhs, and diarrheas, it attacks a whole community at once, runs its course, and dies out of its own accord. Even the dogs about the streets grow cross, snappish, and pugnacious. It seizes a troop of boys, and forthwith they stone a gang of Chinamen, encouraged by the chivalric conduct of two brave butchers who made mince-meat of an unfortunate Mongolian not long since. Others catch it, and, on a small scale, imitate their elders, in that kind of heroic valor, which resents a word by a blow, and appeals to the higher law of fisticuffs.

Then goes up a howl of indignation against the public schools. Reporters point their paragraphs with morality, and hurl them against public school teachers who tolerate such things.

All the young rowdyism of the city is charged upon the boys of the public schools. Public speakers, on public occasions, expatiate on the fearful depravity of this new Sodom on the shores of the Pacific. Two or three cases of moral depravity are ferreted out in one or two public schools; and forthwith they all are charged with being

dens of infamy, charnel houses of corruption, worthy of Gomorrah on the day before it was purified by fire and brimstone.

These are grave and serious charges, and they demand from our hands some answer. Is it true that the youth of this city are worse than the children of other cities?—and if so, are the public schools responsible for such a condition of things? It is undoubtedly true that there is, in this city, a class of boys precocious in iniquity. They have grown up in a rough-and-tumble life which has made them rude, disrespectful, saucy, and impudent. They are keen, smart, and shrewd, but dwarfed in their moral natures. They have all the restless activity of scalded fiends. Profanity is their vernacular, inlaid with obscenity and vulgarity. They chew tobacco, smoke cigars, and imbibe mint-julips and brandy cocktails. They have a nice sense of honor, and use their fists "scientifically." But few such boys are found in the public schools, or in any schools except the street and the corner groggeries. The schools are not justly chargeable with all their varied accomplishments.

Granted that some vicious boys belong to the public schools. When they are on the school grounds the teachers are responsible for their conduct; but the schools have them only six hours out of the twenty-four. Where are they the rest of the time? Under the control of their parents, who cannot shift the whole government to the shoulders of the teachers, and charge all vices to school accounts.

The lack of home discipline, of parental restraint, is a fruitful cause of evil. Headstrong children govern careless and weak parents. The greatest difficulty the teachers have to contend with, is the want of a hearty coöperation on the part of fathers and mothers in enforcing a strict, rigid, and unswerving school discipline. It is sheer transcendentalism to talk of Utopian systems of government by love alone. Judicious severity is, in the end, true benevolence and real kindness. Fear of punishment is a law of nature, of the physical world as well as of the mental and moral. Were there no physical pain or punishment connected with drunkenness or licentiousness, how long would men hesitate to plunge into excesses? When an adept in street accomplishments, rude, impudent, careless, and profane, enters school, he submits only when he feels the strong hand of power holding him as relentlessly

as fate. When his moral faculties have been developed, kindness will govern him, as the wild horse of the pampas once lassoed and subdued, submits to be led by a child. Yet, when the teacher takes a firm stand and enforces his rules by direct punishment, it too often is the case that unthinking and unreasonable parents sympathize with the dear little offenders, and "take them out of school," out of the hands of the terrible ogre who lives by beating innocent little children. Cannot parents see that the willful boy will soon rebel against their authority just as he has against the teacher's? "They that sow the wind shall reap the whirlwind."

Where do the boys pass their evenings from six o'clock to ten? Who is their keeper then, the teacher or the parent? Are they at home in the family circle, reading or studying their lessons? Some of them are, but many are their own keepers, with full license to go where they choose. The evening street schools all over the city are fully and regularly attended. Their teachers are experienced in practice, and artful in theory. What avails the influence of the public school teacher against such a flood of pollution and debasing influences? These pupils of squad schools gather round the reeking mouths of drinking hells. They cluster in dark alleys. They hang round the theaters; they frequent the low places of amusement where coarse jests and vulgar jokes are retailed for two bits. They enter pestilential dens of infamy, to drink the Circean cup and become transformed into swine.

Where do the boys of the city pass the Sabbaths?—in the quietness of home, in the place of worship, in the Sunday school? Some of them do, but more of them are found lounging around the wharves, at the Willows, or Hayes' Park. Are the Public Schools responsible?

Such boys as we have described are found in all cities. We doubt if they are any worse here than in New York or Boston, or Chicago. During the past ten years we have taught many thousands of boys in this city, and have found the great majority of them honest, industrious, and trustworthy. We have seen them leave school, and see them now, holding good positions as clerks and apprentices, growing up respectable and enterprising young men. Rakes and rascals are the exceptions.

During our term of ten years' teaching, we have visited many

households of families, of all classes of society, rich and poor, high and low. While we found in some families a bad home government, in a great majority the home discipline was as good, and the family circle as pleasant, as can be found in the first families of Boston or Virginia. Indeed we found many pleasanter than we ever knew in New England, for wholesome restraint was tempered by a kinder social atmosphere, and more attention was paid to harmless amusements and wholesome enjoyments.

The home training in the German families of the city is preferable to our taste to the most rigid rule of the *most strictest* models that are sometimes held up for our imitation. We have here a picked population—as noble men and true women as can be found on the face of the globe; we have, too, as good homes, and pleasant firesides, and well-bred children.

And while speaking in defense of our homes and home training, we feel called upon to say a word in defense of our girls, who on several public occasions, have been *twitted* with being vain, frivolous, forward, and foolish. So far as our observation goes, our girls are very much like the girls of other cities, except that in physical health and vigor they are superior to most. They may play a little harder and romp a little more than the daughters of the first families East—we like them all the better for it. We have seen hundreds of them leave school, modest, intelligent, and well-bred; they have made good and virtuous wives, and are now good and sensible mothers, quite as good as any imported from the places of model morality.

As a panacea for all our ills, as a sin-offering for both parents and children, it is proposed to model our schools after the first schools of Boston, and the ward schools of New York—to separate the boys from the girls—the sheep from the goats, and turn over a new leaf in morality. Then the girls will all become angels, like the Boston school girls who are little lumps of pure perfection; and the boys will become saints, like the little Bowery boys of New York, where they never go to school with girls, and of course never know what sin is.

At some future time we purpose to discuss the question of the coeducation of the sexes.

TO-DAY AND TO-MORROW.

BY GERALD MASSEY.

High hopes that burn like stars sublime
Go down in the skies of Freedom;
And true hearts perish in the time
We bitterliest need'em
And never sit me down and say
"There is nothing left but sorrow."
We walk the wilderness to-day—
The promised land to-morrow.

Our birds of song are silent now;
There are no flowers blooming;
But life burns in the frozen bough
And Freedom's spring is coming!
And Freedom's tide comes up alway,
Although we strand in sorrow,
And our good bark—aground to-day,
Shall float again to-morrow!

Through all the long dark night of years
The people's cry ascended,
And earth is wet with blood and tears
Ere our meek sufferings ended.
The few shall not forever sway—
The many toil in sorrow—
The bars of Hell are strong to-day,
And Christ shall rise to-morrow!

Though hearts brood o'er the past, our eyes
With smiling futures glisten,
Lo! now the day bursts up the skies—
Lean out your souls and listen!
The world rolls Freedom's radiant way,
And ripens with our sorrow;
Keep heart! who bears the cross to-day
Shall wear the crown to-morrow!

O Youth! flame earnest; still aspire
With energies immortal;
To many a heaven of desire
Our yearning opes a portal;
And though Age wearies by the way,
And hearts break in the furrow,
We'll sow the golden grain to-day—
The harvest comes to-morrow!

Build up heroic lives, and all
Be like the sheathen sabre,
Ready to flash out at God's command—
Oh! Chivalry of labor!
Triumph and Toil are twins—and aye
Joy suns the clouds of sorrow—
And tis the martyrdom to-day
Brings victory to-morrow!

[For the California Teacher.]

STANZAS.

BY A TEACHER.

Out from its port glides many a keel
To brave the wild Atlantic strife,
To court its changeful breath, and steal
The pulses of its tidal life.

While those ships strike the rocky strand
And sink for aye beneath the spray,
These lightly graze the shifting sand
And glide with unharmed keel away.

O thou, who hear'st the waves' refrain,
A voice, in minor melody,
Rises from out their rhythmic rain,
To guide thee on a broader sea.

Shun thou the boatman's shallow bay,
Better wild sea than sandy lee,
While west winds sway leave far away
The port which is no port for thee.

And let no radiant sea or skies
Divert thee from thy eastern goal;
No random breath of impulse rise
And change the current of thy soul.

These depths that never washed the lead,
Will yield no stay when north winds rage,
And all is shaped, from helm to head,
For transit and for pilgrimage.

With heart subdued, but not unmanned,
With eyes not blinded, though suffused,
Attentive watch the iron hand
That points the track which must be used.

There is a sea which bears the tread,
No tempest breaks its crystal face,
But ever glances from its bed
The Father's smile of love and grace.

Innumerable palms wave there—
Each springing from a saintly hand;
And yet the voyager how rare
Who shapes his course to win the strand.

M.

FACTS ABOUT NEWSPAPERS.—The recent issue of the preliminary report on the eighth census of the United States develops some astonishing facts relative to "the public press." The tabular statement appended to this report shows what a newspaper-reading nation we are, and how large a portion of our reading partakes of a political character. Of 4,051 papers and periodicals published in the United States at the date of the census of 1860, 3,242, or 80·02 per cent. were political in their character; 280, or 7.38 per cent. are devoted to literature; religion and theology compose the province of 277, or 6.83 per cent., while 234, or 5.77 per cent., are classed as miscellaneous. Of the total circulation in the country, three States—New York, Pennsylvania, and Massachusetts—furnish 539,026,124 copies, or considerably more than half of the aggregate amount, which is 927,951,548 copies.—*Selected.*

THE WINDS AS A MUSICIAN.—The wind is a musician by birth. We extend a silken thread in the crevices of a window, and the wind finds it and sings over it, and goes up and down the scale upon it and poor Paganini must go somewhere else for honor, for lo! the wind is performing upon a single string. It tries almost anything on earth to see if there is music in it: it persuades a tone out of the great bell in the tower, when the sexton is at home and asleep; it makes a mournful harp of the giant pines, and it does not disdain to try what sort of a whistle can be made out of the humblest chimney in the world. How it will play upon a tree until every leaf thrills with the note in it, and the wind up the river that runs at its base in a sort of murmuring accompaniment! And what a melody it sings when it gives a concert with a full choir of the waves of the sea, and performs an anthem between the two worlds, that goes up, perhaps, to the stars, which love music the most and sung it the first. Then, how fondly it haunts old houses; mourning under eaves; singing in the halls, opening the old doors without fingers, and singing a measure of some sad old song around the fireless and deserted hearths.—*Selected.*

Department of Public Instruction.

STATISTICS FOR THE SCHOOL YEAR ENDING AUGUST 31ST, 1864:

List of Acting Superintendents of Public Schools.

COUNTIES.	SUPERINTENDENTS.	Sal. 1863.	Sal. 1864.
1. Alameda	B. N. Seymour	$ 240	$ 600
2. Alpine	L. S. Greenlaw	....	400
3. Amador	D. Townsend	600	600
4. Butte	Isaac Upham	100	1,000
5. Calaveras	W. C. Mosher	600	900
6. Colusa	J. C. Addington	....	$6 pr dy
7. Contra Costa	H. R. Avery	150	400
8. Del Norte	R. J. McLellan	....	....
9. El Dorado	S. A. Penwell	1,200	1,200
10. Fresno	S. H. Hill	200	200
11. Humboldt	W. S. Jones	200	250
12. Klamath	E. Lee	00	00
13. Lake	Thomas H. Sleeper	120	100
14. Lassen	Wm. J. Young	....	....
15. Los Angeles	L. J. Rose	1,200	300
16. Marin	J. W. Zuver	500	500
17. Mariposa	James R. McCready	250	250
18. Mendocino	J. L. Broaddus	....	600
19. Merced	R. B. Huey	200	100
20. Mono		....	....
21. Monterey	W. M. R. Parker	150	300
22. Napa	Alfred Higbie	480	600
23. Nevada	M. S. Deal	1,000	1,000
24. Placer	A. H. Goodrich	1,000	1,800
25. Plumas	A. S. Titus	100	250
26. Sacramento	Sparrow Smith	1,000	1,000
27. San Bernardino	Wm. S. Clarke	100	100
28. San Diego	José M. Estudillo	....	....
29. San Francisco	George Tait	4,000	4,000
30. San Joaquin	Melville Cottle	550	1,000
31. San Luis Obispo	Alex. Murray	150	150
32. San Mateo	W. C. Crook	300	300
33. Santa Barbara	A. B. Thompson	....	200
34. Santa Clara	Wesley Tonner	600	600
35. Santa Cruz	P. Y. Cool	240	500
36. Shasta	John J. Comny	480	600
37. Sierra	W. C. Pond	400	400
38. Siskiyou	Thomas N. Stone	600	600
39. Solano	G. W. Simonton	400	400
40. Sonoma	Chas. G. Ames	800	900
41. Stanislaus	Geo. W. Shell	20	....
42. Sutter	N. Furlong	250	350
43. Tehama	W. H. Bahney	600	300
44. Trinity	David E. Gordon	200	400
45. Tulare	M. S. Merrill	250	300
46. Tuolumne	John Graham	365	365
47. Yolo	Henry Gaddis	400	400
48. Yuba	W. C. Belcher	500	500

STATE SERIES OF TEXT BOOKS—Adopted by the State Board of Education, and required, by the provisions of section fifty of the School Law, to be used in all Public Schools in the State of California:

Arithmetic.—Eaton's Primary, Eaton's Common School, Eaton's Higher, Eaton's Mental.

Geography.—Allen's Primary, Cornell's Primary (succeeding Allen's), Warren's Intermediate, Warren's Physical, Cornell's Outline Maps, Cornell's Map Drawing, Guyot's Wall Maps of Physical Geography, Guyot's Manual of Physical Geography, Guyot's Slate Map Drawing.

Grammar.—Greene's Introduction (for beginners), Quackenbos' English Grammar.

Readers.—Willson's Primary, Willson's First, Willson's Second, Willson's Third, Willson's Fourth, Willson's Fifth, Willson's Sixth, Willson's Primary Speller, Willson's Larger Speller, Willson's School and Family Charts.

Physiology and Hygiene.—Hooker's Elementary, Hooker's Larger. (Physiology is required by law to be studied in all schools above the grade of Primary.)

History of the United States.—Quackenbos' Primary, Quackenbos' Larger.

Books recommended for use in Public Schools.—Quackenbos' Natural Philosophy, Quackenbos' English Composition, Hooker's Chemistry, Burgess' System of Drawing, Burgess' System of Penmanship.

Algebra.—Robinson's Elementary, Robinson's University.

Books recommended for the use of Teachers.—Calkins' Object Lessons, Sheldon's Elementary Instruction, Sheldon's Lessons on Object, Wells' Graded Schools, Willson's Manual of Instruction in Object Lessons, Russell's Normal Training, Page's Theory and Practice of Teaching, Emerson's School and School Master, Northend's Teacher, Russell's Vocal Culture, The California Teacher, Guyot's Earth and Man, Agassiz's Method of Study in Natural History, Russell's Exercises on Words, Barnard's Journal of Education.

Section six of the Supplementary School Law reads as follows:

SECTION 6. Orthography, Reading, Writing, Arithmetic, and Geography, shall be taught in all Public Schools; and in each school above the grade of Primary, there shall also be taught English Grammar, History of the United States, and Physiology and Hygiene; and in such schools as the trustees may direct, Algebra, Geometry, Drawing, Natural Philosophy, Natural History, Astronomy, and the elements of Book-Keeping, or such of these studies as the trustees direct, shall be taught, and the State Board of Education shall adopt a text book on Physiology and Hygiene.

Have you complied with this law?

STATE NORMAL SCHOOL.—The following is the report of the State Normal School for the month of September:

Whole number in attendance	67
Average daily attendance	61
Per centage of attendance	91
Number admitted	5
Number left	2

Pupils have been admitted during the month from Monterey, Contra Costa, Amador, El Dorado, and San Francisco counties.

The following members have received the highest number of credits, in the order represented, in their respective classes:

Senior Class.—Mr. J. S. Hammond, Mr. Wm. R. Bradshaw, and Mr. E. Broadbent.

Junior Class.—Mary Youngberg, Mary E. Reed, and Cornelia E. Campbell.

Sub-Junior Class.—Mary E. Metcalf, Lizzie York, and A. Slater.

To Public School Trustees.—In all cases, when you engage a teacher, make use of a written contract to "bind the bargain." No misunderstanding can then arise on the part either of trustees or teachers. Require the teachers you employ to keep the State School Register, as required by law, and to return it to you in good condition before drawing their last month's salary. Purchase a record book and keep a record of all meetings, and also a financial account. Purchase pens, ink, pencils, crayons, paper, and incidentals out of the County Fund, and let the teacher supply them to the scholars free of expense. Purchase a set of Willson's Charts to be used in connection with Willson's Series of Readers. Adopt the State Series of Text Books, and require all pupils to provide themselves with them. Sustain the discipline of your schools, and expel disorderly and troublesome pupils. If you happen to get a good teacher, raise his salary and keep him; if you engage a poor one, cut down his wages or turn him off. It is not good policy to reduce good, bad, and indifferent teachers to the same monthly rate of compensation. A short school and a good one is better than a long one and poor.

Books for Indigent Children.—Trustees will bear in mind that the School Law authorizes them to supply school-books to indigent children, and pay for the same out of the County School Fund.

Plant Trees.—Most of the school-houses in this State stand by the dusty roadside as destitute of trees or shrubbery as the desert of Sahara. It is the duty of trustees, this coming rainy season, to see that shade trees, either locust or sycamore, are planted around the school-houses situated on lots owned by their districts. Let the teachers set the bigger boys about the work, if it can be done in no other way.

Teachers' Certificates.—It is a good index of progress that County Boards of Examination are raising the standard of qualification necessary to secure certificates of ability to teach. The power of granting certificates is entirely under the control of the *professional teachers* of the State, as they constitute a majority in both State and County Boards. If the really competent teachers of the State do not protect themselves, by refusing certificates to incompetent applicants, the fault is their own. Examinations ought in all cases to be partially written. It is not enough that the applicant pass a good examination in reading, spelling, arithmetic, grammar, geography, physiology, History of the United States, penmanship, and object teaching; the Examiners should ascertain the opinions of applicants concerning methods of teaching, and the principles of teaching. A series of questions should be submitted to each applicant, testing his knowledge of primary instruction; of the faculties to be developed; of the natural order in which they should be developed; of the faculties which each study calls into exercise; of methods of school government; of ventilation; of the laws of health; of the classification of ungraded schools; of the length of lessons and recitations; of general exercises in school; of moral instruction, and of physical training. If an applicant is known to be a successful teacher, it should be considered in determining the grade of certificate. Let no personal sympathy with the circumstances of the applicant influence the

Board to grant a certificate in cases where incompetence is self-evident—the schools are not made for teachers. County Superintendents have the power to grant "Temporary Certificates," and not unfrequently such certificates are granted on very slight examinations. The County Superintendent of Napa County requires applicants for such certificates to pass a full written examination in his office, before granting them; it is an example which needs to be followed in other counties. The County Board will hardly feel like withholding a certificate from an applicant who has received a temporary one from the Superintendent, even if they find him incompetent. It not unfrequently happens that a teacher opens school, teaches two or three weeks, and then applies to the Superintendent for examination. Some County Superintendents are good-natured enough to antedate the certificate, but no Superintendent can legally draw a warrant for the payment of teachers for a single day he has taught before receiving a certificate. A few Superintendents are drawing the line closely, and others ought to follow the example. Finally, let all County Boards of Education remember, *that in raising the standard of examination, they are increasing the efficiency of the schools, and elevating the occupation of teaching.*

PROMPT.—All the County Superintendents but ten, returned their Annual Reports to the State Superintendent on or before the first of October as required by law. The State Superintendent returns his most sincere thanks to those who have done their duty, and hopes, for the sake of several counties, that the ten will make their reports before the next January apportionment is made.

THE COUNTY TREASURERS' REPORTS are all received, October 14th, except from the Counties of Del Norte, Klamath, Los Angeles, Marin, San Joaquin, San Luis Obispo, Santa Cruz, and Sutter. They are generally well made out, and bear internal evidence of correctness.

REPORTS OF COUNTY SUPERINTENDENTS.—Up to the date, October 15th, reports are in from all the Counties, except Alameda, Del Norte, Marin, Merced, Nevada, Santa Barbara, Sutter, and Yuba. The Report of the State Superintendent is due on the first of November; but as his Report involves but little care, time, and labor, while the Reports of County Superintendents are long, complicated, and difficult, the delay of the latter is excusable. No matter if the State Superintendent has to work all night for a week, he has very little to do except to find fault!

Resident Editors' Department.

PROSPECTUS OF THE CALIFORNIA TEACHER.—As some teachers in the State do not yet seem to be aware of the existence of a school journal, we republish our July prospectus:

"The second volume of this journal will be published punctually on the first day of each month, commencing July 1st, 1864, by the California Educational Society. Each number will contain from twenty-four to thirty-six pages, octavo, besides advertisements. It is now made by law the official organ of the Department of Public Instruction, and all circulars issued by the State Superintendent will be published in its columns. It is required by law to be sent to the Clerk of the Board of Public School Trustees of every School District in the State, and will be made the medium of all instructions to school officers and school teachers. It will be made the organ of the California Educational Society, the first strictly professional society organized in the United States; and whatever of talent, skill, and ability is embraced in that organization will be given to its support. It is the purpose of the editors to make this journal worthy of the support of every professional teacher in the State, and of the attentive perusal of all school officers. They hope to make it a periodical which shall fitly represent abroad, in other States, the progress of education on the whole Pacific Coast. It will be devoted to establishing and perfecting a system of Free Schools in California, and to the work of organizing the occupation of teaching into a *recognized profession;* but while doing this, the claims of colleges, seminaries, and private institutions will be recognized as forming an essential part of the educational interests of the State. It will urge upon teachers the necessity of a higher standard of professional skill and attainments, the advantages of combining their strength in County Associations, Societies, and Institutes, and above all in a Central State Society. It will urge upon school trustees the economy of employing the best teachers, of paying them high rates of wages, of building neat, convenient, and spacious school-houses, and of furnishing them with maps, charts, apparatus, libraries, cabinets, and all the improved modern appliances of the school room. Educational information from the various State and national educational journals, will be condensed into readable form for its pages, for the purpose of representing the educational progress of the whole country, as well as of our own State. All new publications will be carefully noticed and reviewed, particularly those relating to schools and teachers. While nothing of a *partisan* character will be admitted in its pages, it will never shrink from a free expression of its opinion on all issues involving the life and unity of the nation. It will take the ground that the Government is right and the Rebellion is wrong, and that the right must be sustained and the wrong opposed by all the legitimate means which God has placed in our power.

"The subscription price of the CALIFORNIA TEACHER is *One Dollar per annum, payable in advance, in coin.* County Superintendents are authorized to receive subscriptions, and old subscribers who do not find it convenient to forward the money at

once, can request the Superintendents to renew their subscriptions, and pay the money to them at a convenient opportunity. The general circulation of the TEACHER among teachers and school officers, both of public and private schools, makes it a most desirable advertising medium, both for eastern and home publishers, and dealers in school books and apparatus. Address all communications and remittances: "CALIFORNIA TEACHER, *Box* 1977, *San Francisco, Cal.*"

OUR FREE LIST.—On commencing the second volume of the CALIFORNIA TEACHER, July, 1864, we placed on our *free list* for the year, each of the State Superintendents of Public Instruction of all the States, except the rebel, in which our journal would neither be welcome nor needed, the City Superintendents of the larger cities, the various school journals, the State Normal Schools, and all the larger publishing houses in New York, Boston, and Philadelphia. We trust our Eastern friends will accept the TEACHER, and disseminate whatever information it may contain relative to the schools of this State. We receive every month a dozen letters, more or less, asking for information about California schools, the chances for teachers, wages, cost of living, and other items too numerous to mention. It is utterly impossible for us to answer all these letters in detail, therefore we make use of our journal to convey some facts about this school *terra incognita*. At least one hundred teachers come to this State every year from the older States; many of them with exceedingly crude notions about our schools, the demand for teachers, and their average compensation. Our desire is that teachers who come here should do so with their eyes wide open; and then, if they choose to take the chances, they will be just the kind that we want to do the rough pioneer work of a new State. There is a poor field here for delicate, kid-gloved teachers, either male or female.

TO EASTERN SCHOOL TEACHERS.—For the benefit of teachers in the older States, who are casting longing eyes hitherward, we note the following items of information. In San Francisco about one hundred and twenty teachers are employed in the Public Schools—six grammar masters with a salary of $2,100 per year in gold, one male sub-master $1,500 per year, three male teachers in the High Schools, salary $2,400 per year, and say, one hundred female assistant teachers with salaries from $700 to $1,000 per annum. The semi-annual examinations for applicants seeking positions in these schools are held by the City Board on the tenth of May and the fifteenth of December, and teachers from the East seeking positions in the city schools should arrive here at those seasons, as no special examinations are held by the City Board. The cost of board in San Francisco is from $30 to $40 per month. At these semi-annual examinations there is usually a demand for half a dozen good female teachers. The best time for securing ungraded schools in the State at large, is during the months of May, June, and July. During these months the State Superintendent receives say, from thirty to forty applications for teachers. In these country schools, the salary of male teachers is about $50 per month and board, or $75 per month without board, and for female teachers from $40 to $45 per month and board. The demand for female teachers is greater than for male, inasmuch as the 97,000 bachelors in the State are always on the lookout for schoolmarms, especially if they are young and pretty.

GONE.—To-day we received a letter on the back of which was penciled by some unknown hand, "writer since deceased." We have opened it, and the tears fill our eyes as we write. It is from a public school teacher who came early to this State, and devoted all his energies to teaching public schools. After ten years' service in various parts of the State, he found himself worn out in health and poor in purse. He rose from a sick bed to write this letter to us, asking if it would be possible for him to find something to do in San Francisco; any place as clerk in a shop, or even waiter in a hotel. The writer of this letter was a good scholar and a well-educated man. He held a State diploma, one of the eleven granted in May, 1863, out of one hundred applicants examined. He was a successful teacher, beloved by all his pupils, and respected by their parents. Yet, after years of patient teaching, worn out with exhausting labor, broken in health and poor in purse, he seeks to earn a living in some menial place, and then dies—and the only information of his death comes to us on the back of a letter he rose from a sick bed to write while he yet had hope of life, penciled in three words—"writer since deceased."

In the face of such a picture is it not bitter sarcasm to talk about the "dignity of the teacher's profession?" Look at it and ponder, you young men who are thinking of engaging in the occupation of teaching in public schools. Think of it, you tight-fisted trustees, who take advantage of a teacher's poverty to reduce his wages to a wretched state, barely sufficient to keep body and soul together—one in rags and the other in humiliation. Think of it parents, who pay more attention to the training of a Morgan colt than to that of your sons. Better dig in the mines, for there a man's soul is his own, and he has some possible chance of earning more than "grub." Better hire out on a farm, for raising hogs pays better than teaching children. Better be a waiter in a hotel, for there a man is well fed.

It is time, in this State, that the men who hold the better positions in teaching, who are paid fair salaries, should organize for the purpose of aiding the hundreds of good teachers in the poorer places, who toil for just enough to keep body and soul together. Never a single week passes that we are not called upon to spare something from our own slender means, to aid some deserving teacher "out of emyloyment" and "out of funds." The saddest commentary on the profession—no, *drudgery*—of teaching is that it is not respectable enough to have any kind of society organization, either for self-protection or mutual aid. How many more lessons like this of poor Robert Ewing will the teachers of this State need to wake them up to a sense of their duties and their position? Are they willing always to be taken at the valuation of trustees, who measure them by the standard of a farm hand or a day laborer? And when a fellow teacher dies, is no one to be found kind enough to send the sad information to the only organ of the teachers in the State? Robert Ewing is dead—worn out in fitting others how to live. He died poor in all but the consciousness of having done his duty, and having been of some use in the world. His successors may serve trustees for thirty dollars a month—board round and live on the crumbs of other people's tables, never knowing what "home" means; he has gone, we trust, to a sphere where penurious trustees, and Boards

of Examination, and thirty dollars a month, are never heard of—to a *home* where the soul of a good and useful man is not measured by the dollars its owner accumulated in this world.

"Rattle his bones over the stones,
He's only a *teacher* whom nobody owns."

MARYLAND SCHOOL JOURNAL.—We acknowledge the receipt of the September number of this new monthly, published at Hagerstown, Maryland, and give it a most cordial welcome. It is a good omen that so soon after the rebels took their last, long, lingering look of Hagerstown, a public school journal should come into existence. "My Maryland" is waking up. After a State existence of three-quarters of a century, she boasts of a school journal just two months old. We like the motto of this journal; it is good reading for the rebel leaders just now on their last legs in Richmond:

"Religion, Morality, and Knowledge being necessary to good Government and the happiness of mankind, Schools and the means of education shall forever be encouraged." *Ordinance of the American Congress, adopted July 13th*, 1787.

Any stray Maryland teachers in this State ought to send a "dollar bill" to J. R. Harman & Co. just to help it along. How long will it before some Yankee schoolmaster will send us the first number of the "Virginia Educational Journal," "published at Richmond, devoted to public schools and the education of all classes?"

ADVICE.—Don't imagine in teaching school you carry about you a "golden" rule; or that feeding children with units and tens will ever hatch you a brood of hens, laying eggs like a golden nugget, till your "pile" is so large you scarce can lug it. As well imagine a game of eucre will fill your pockets with filthy lucre, as think that instructing stupid scholars will fill your pockets with silver dollars. Imagine a parson playing poker, or turning clown as a circus joker, sooner than dream that teaching school will make a rich man out of a fool; or that harping about an education—that humbug-hobby of all the nation—will ride you into respectable stations, or feed you even with soldiers' rations. Take your pittance with nothing to say, excellent wages—*a dollar a day!* "thirty dollars a month and found"—"found" means begging and "boarding round"—taking your baggage on your back, just as a peddler takes his pack; living like diggers wild, in clover, until the school campaign is over. Don't go clad in vests of satin; swear, if you swear at all, in Latin; pull Greek roots, but not your hair—the way the Ancients used to swear. Pocket your pay in County Scrip, hold it tight with a broker's grip; you are certainly bound to get your pay, if not before, on April day,—though you may close up school in a fix, caught in a trap of ancient Nick's, "strapped" as tight as a wicked scholar strapped within an inch of his—collar. Don't think from this gratis advice of mine, without the slightest malicious design, that I intend to go and resign: I think the profession is very fine; and that teaching school at a dollar a day, is a decent Chinaman's average pay; and that digging gold in the river-beds, is harder than some of my scholars' heads. I live on Faith, and pay no bills—the sight of a creditor gives me chills, like an Allopathic's *blue mass pills!* I

stick to the school, and pocket the pay—thirty dollars and found, they say. Not a dollar shall ever slip out of my desperate, tight death-grip, unless old Charon gives me a slip, and I sink right down in the River Styx, just like a thousand of unburnt bricks.

OHIO EDUCATIONAL MONTHLY.—The August and September numbers of our Buckeye friend came rolled into one, and grown fat after a month's rest. It is filled with the best thoughts of the best teachers in the State, who met in Toledo on the fifth of July to hold the Sixteenth Annual Meeting of the Ohio Teachers' Association. We are glad that the teachers of three Counties—Napa, Placer, and Calaveras—will have the opportunity of reading it, through the agency of the County Teachers' Library. State Superintendent White has reason to be proud of his State Journal.

NEW YORK TEACHER.—The September number of this veteran journal closes up its year looking in good condition. The new volume commences in October—a good time for the New Yorkers in this State to forward their dollar to Albany. The Editor says, "We commence with some misgivings as to how the expense of publication is to be met. The cost of publication is more than double that of previous years." The September number is filled to the brim with an account of the Nineteenth Annual Meeting of the State Teachers, Association, held in the City of Buffalo.

BENICIA YOUNG LADIES' SEMINARY.—We take pleasure in calling the attention of our readers to the advertisement of this institution found in our advertising pages. The many friends of Miss Atkins throughout the State will be glad to know that she has returned to the school which she founded and conducted for many years with such success.

DON'T LIKE IT.—We have heard that the Board of Public School Trustees of the Timbuctoo District, County of Sahara, Central Africa, have instructed the king of that region, known by the title of County Superintendent, not to forward the CALIFORNIA TEACHER to them, as they have never seen it, never read it, and never intend to do either, they having heard by the grape-vine telegraph that it is a fierce "abolition paper" and goes in for "eddicating niggers." Probably it is the same Board of Trustees which called "Eaton's Arithmetic" an "abolition text-book" because it was published in Boston. We know of a district in "Central Africa," very much like Timbuctoo, where two of the trustees sign their X marks to their Annual Report. Of course *they* did not like the TEACHER. We republish this month our prospectus, which is a plain statement of what we intend to do, whether they like it or don't like it.

PROPORTION OF YOUTHS NOT ATTENDING DISTRICT SCHOOL DURING THE YEARS 1862 AND 1863.—Iowa, between the ages of 5 and 21 years, 28 per cent. New York, between the ages of 4 and 21 years, 25 per cent. Wisconsin, between the ages of 4 and 20 years, 32 per cent. Pennsylvania, between the ages of — and — years, 36 per cent. Kansas, between the ages of 5 and 21 years, 38 per cent. Vermont, between the ages of 4 and 18 years, 17 per cent. Indiana, between the ages of 5 and 21 years, 48 per cent. Ohio, between

the ages of 5 and 21 years, 23 per cent. Connecticut, between the ages of 4 and 16 years, 15 per cent. California, between the ages of 4 and 18 years, 49 per cent. Minnesota, between the ages of 5 and 21 years, 40 per cent. Maine, between the ages of 4 and 21 years, 42 per cent.—*Illinois Teacher.*

EASY LESSONS IN SPELLING.—We clip the following list of words from that best of journals the *Illinois Teacher*, and suggest that teachers who may wish to test themselves allow some of their pupils to dictate the lesson. If they spell every word, we will engage to publish the first articles they contribute to our journal. Here is the list:

"Sureingle, erysipelas, inflammation, believe, irretrievable, noticeable, plagiarism, opodeldoc, coercion, diptheria, subpena, celery, separation, portemonnaie, summit, vermilion, limit, abridgment, infringement, mullein, pavilion, befitting, benefiting, remitting, sieve, porringer, trafficking, shekinah, succotash, avoirdupois."

JOHONNOT'S COUNTRY SCHOOL-HOUSES.—A few copies of this most excellent work are for sale by A. Roman & Co., San Francisco. Public School Trustees, who are called upon to provide plans for school-houses, will do well to send for this book.

WE learn from our exchanges that the eminent Dio Lewis, M.D., whose name stands at the head of the long list of physical educators, received a suitable recognition of his services by an honorary degree at the last commencement of Amherst College, Mass. His advertisement of a new school for young ladies near Boston should have appeared in the October TEACHER, but the rascally Indians had objections to the physical culture of any class of whites, and prevented the mails from coming through in time. We hope the Doctor will send us an invitation to the closing exercises of his first year, together with a pass both ways, for we should like to see what the "possibilities in physical culture are."

AMERICAN EDUCATIONAL MONTHLY FOR SEPTEMBER.—This choice monthly comes to us better than ever. Dog Days in New York does not seem to wilt its editor in the least. The article on "Education in Turkey" is full of information on a subject of which we knew nothing before; the "Sick Man," has evidently got a new idea; "Geography enforced by History" will be good to take by some verbatim text-book teachers; "Rad Atkins" is racy; "Burchard on Physical Education" is excellent; "Teaching Geography Illustrated" is full of good suggestions; "Spectography" is good for the eyes; the Editor's Table "can't be beat"—even by the CALIFORNIA TEACHER! This number, to a live teacher, is cheap at the subscription price for the year—a one-dollar greenback. Schermerhorn, Bancroft & Co., New York.

CONNECTICUT COMMON SCHOOL JOURNAL.—Connecticut, which first fostered the Public School System, by reserving land for school purposes, sends us a good number for August and September. The Editor's Table is scantily set; evidently a month's vacation didn't do him as much good as it did certain editors we know of.

JOURNAL OF EDUCATION, MONTREAL, L. C.—We acknowledge the receipt

of the August number of this constant visitor to our office, and hasten to make an apology for not sending the CALIFORNIA TEACHER since the first of July. By some oversight our Canada friend was omitted in making out the list of exchanges. We beg pardon for our blunder, and promise better manners in the future.

THE MASSACHUSETTS TEACHER for August contains a fine paper on "My First Experience." We know the hard times must rub the Yankee Teacher a little, but it keeps a face bright as a silver dollar.

LITERARY QUESTIONS: —

1. Who was the Bard of Avon? 2. What writer has been styled the Shakspeare of theology? 3. What poetess has been called the sister of Shakespeare? 4. Who was the Sage of St. Alban's? 5. Who was the Little Man of Twickenham? 6. What English poet has been called the Marvelous Boy? 7. Who was the Great Unknown? 8. Who was the Ettrick Shepherd? 9. What three poets of England were sometimes called the "Lake Poets," and why? 10. Who was "Elia?"

Answers next month. K.

BOOK NOTICES.—The following new works have been received:

RELIGION AND CHEMISTRY; or Proofs of God's Plan in the Atmosphere and its Elements. Ten Lectures delivered at the Brooklyn Institute on the Graham Foundation. By Josiah P. Cooke, Jr., Professor of Chemistry and Mineralogy in Harvard University. New York: Charles Scribner. San Francisco: A. Roman & Co. pp. 348.

This handsome octavo well sustains Mr. Scribner's reputation for issuing choice books. It consists of ten lectures written in plain English, revealing to the common reader new lessons from the great volume of Science. We have read the work with the interest of a poem, ever increasing in value and beauty to the end. Nearly two-thirds of the pages are taken up with the testimony of the Atmosphere, Oxygen, Water, Carbonic Acid, and Nitrogen. No teacher can read what Prof. Cooke has said without benefit to himself and his classes. Every county library should contain this book.

AZARIAN: An Episode. By Harriet Elizabeth Prescott. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 251.

We are at a loss what to say about "Azarian." As a story there is little exciting. We cannot find any particular "moral" set down formally at the close, and yet we have had some pleasant hours in turning over the word-paintings that adorn the pages of the volume. We like it, and we do not like it. These two passages on "Sleep" have been the most suggestive to us in our readings herein:

"A man, the ruler of the earth, with power to wrest their secrets from the stars and rend the lightning out of heaven, is yet so touching when he sleeps, because so helpless then; utterly defenseless he reposes in such confidence upon the universe, the dew on his forehead for sole chrism, the seal of holy sleep. The very act declares weakness, so that one would fancy a bad man, or a proud, ashamed to close his eyes, afraid, moreover, of all the demoniac phantasms of that wild moment when the brain hangs between two worlds, and on the edge of either. Slumber is such confession; volition has ceased to crowd her secrets down, and the fixed cold features slowly upheave to the surface, and float on the tide of the hour." p. 86.

"How sublime is this sleep!—the way in which man trusts the forces to do without him—the careless reliance that by daybreak the world will have rolled round to morning. Striking one. It seems to me at night as if the stars struck the hours." p. 202.

ALCOHOL: Its Place and Power. By James Miller. THE USE AND ABUSE OF TOBACCO. John Lizars. In one volume. Philadelphia: Lindsay & Blakiston. San Francisco: A. Roman & Co. pp. 179, 138.

If any of our readers are afflicted with a mania for the consumption of the articles named in the title page of this volume, it is a duty we owe to the profession to announce that herein they may find matter to arouse them to a sense of the dangers attending their immoderate use. We presume the second treatise contains the information most needed by our readers, for we do not understand that alcohol has many charms for the teachers in any part of the nation, while our personal acquaintance with them indicates that tobacco *is* sometimes rapidly destroyed, at least during their vacations. It is always a pleasure for smokers to read essays upon tobacco, so that we expect Roman & Co. will have a large sale of this book. We may add that the information contained is brought down to the latest dates, and is even ahead of the times, as the Philadelphia imprint on the title page is dated 1865.

FAITH GARTNEY'S GIRLHOOD. By the author of "Boys at Chequasset." Sixth edition. Boston: Loring. San Francisco: H. H. Bancroft & Co. pp. 348.

This book is "a simple record of something of the thought and life that lies between fourteen and twenty." It is dedicated "to those young girls who dream, and wish, and strive, and err; and find perhaps little help to interpret their own spirits to themselves." A large dedication surely, but in all the pages of the story—and we have read them all—there is nothing that seemed to us likely to leave false impressions of life and its duties. We feel safe in naming this as a suitable gift from a teacher to some bright-eyed girl who has done her duty in a way worthy of praise in the school room.

THE CRUISE OF THE ALABAMA AND THE SUMTER. From the Private Journals and other papers of Commander R. Semmes, C.S.N., and other officers. New York: Carleton. San Francisco: A. Roman & Co. pp. 328.

It is not to be expected that American citizens will be able to give an entirely unbiased opinion upon such a work as this. In the interest of the United States we protest against the villainous portrait which purports to represent Raphael Semmes. In the worst days of the Republic the officials would have hesitated about employing in the navy such a piratical visage. Semmes' story about chasing and burning unarmed merchantmen is bad enough, but it is amusingly relieved by his trustful allusions here and there to his sublime reliance on Providence. Of course, every person who has had his pocket touched by this bold privateer will have a curiosity to hear his narrative. The most interesting chapter to Californians is the twenty-first, which is devoted to an account of the capture and release of the *Ariel*.

DOWN IN TENNESSEE AND BACK BY WAY OF RICHMOND. By Edmund Kirke, author of "Among the Pines," etc. New York: Carleton. San Francisco: H. H. Bancroft & Co. A. Roman & Co. pp. 282.

In this volume we have clearly set forth the condition of society, the effects of the war, the characteristics of the leaders in the armies, and various thrilling

incidents which have occurred in the regions of which the author speaks. We regard it as the best work of the three by which Mr. Kirke has sought to educate the people of the North up to his standard respecting the causes and the true issues of the present war. It will have, and is worthy of, an extensive sale everywhere.

GOLDEN LEAVES FROM THE BRITISH POETS. Collected by John W. S. Hows. New York: James G. Gregory. San Francisco: H. H. Bancroft & Co. pp. 546.

This is the first volume of a projected series of selections from the poets and dramatists, and embraces some of the best specimens of what British poets, commencing with Shakespeare and ending with Miss Proctor, have written for the world. About ninety authors are represented here, and a noble list of names it is. Prof. Hows' long experience and skill in elocutionary readings have given him excellent opportunities for judging what are the most successful of poems upon the hearts of an audience, and his publisher has done all that could be desired upon his part. We heartily commend this volume to those whose tastes, or whose means, will be satisfied with choice specimen leaves from the great forest of British poetry.

LADREYT'S CLASSIC MODELS OF FRENCH CONVERSATION FOR ALL. Number Three. 1. Mon Etoile, en un acte, par E. Scribe, de l'Académie Française. 2. Diplomatie Du Ménage, et un acte, par Madame Caroline Berton, née Samson.

The same. Number Four. La Tutrice ou L'Emploi des Richesses. Boston: Crosby & Nichols.

The above are two of the periodical issues making up "Ladreyt's Modern Conversational French Reader; or Classic Models of Practical French Conversation, drawn from the plays of the best French authors of the present age." The series has received the universal approbation of French teachers and pupils. Each part is complete in itself, but for convenience in binding the pages are numbered consecutively. Number Four closes with page 238.

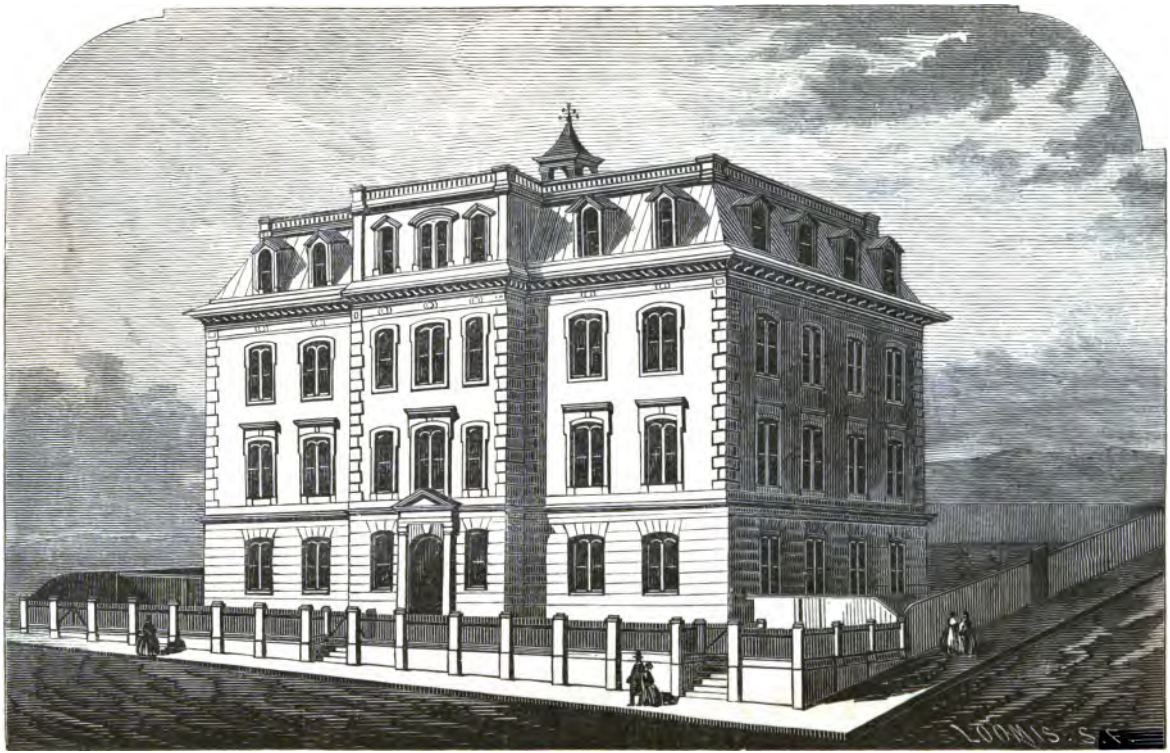
A PRIMARY ARITHMETIC. By G. P. Quackenbos, A.M. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 108.

AN ELEMENTARY ARITHMETIC. By G. P. Quackenbos, A.M. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 144.

These books, "upon the basis of the works of Geo. R. Perkins, L.L.D." are beautifully printed, and thoroughly adapted to the mission they are designed to fulfill. The veteran author, Mr. Quackenbos, has herein well sustained his national reputation for producing text books that can be *used* in the schoolroom.

A LATIN GRAMMAR FOR SCHOOLS AND COLLEGES. By Albert Harkness, Professor in Brown University. Author of "A First Latin Book," "A Second Latin Book," "A First Greek Book," etc. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 355.

We have been accustomed to regard "Andrews & Stoddard" as the *ne plus ultra* of text books in "Latin Grammar for Schools and Colleges;" but we can assure our classical readers that this book of Prof. Harkness is likely to shake their faith in the perfection of any preceding work on the subject. We have no hesitation in pronouncing it worthy of the most faithful examination by all who desire to acquire an accurate knowledge of the principles of the Latin language.



Wm. Craine, Architect.

PUBLIC GRAMMAR SCHOOL HOUSE,

N. W Corner Bush and Taylor Streets, San Francisco.

THE

CALIFORNIA TEACHER.

DECEMBER, 1864.

Vol. II.] SAN FRANCISCO. [No. 6.

[For the California Teacher.]

SCHOOL LIBRARIES.

A TEACHER who is conversant with the philosophy of education perfectly recognizes the fact, that there are auxiliary agencies outside of the regular work of the school-room which are of great importance in assisting him to train the minds and hearts of his pupils; and among these agencies a well-selected school library will be found to hold a prominent place. Any teacher, whose scholars have been fortunate enough to have access to a collection of good books, will readily agree to this; and indeed hardly anybody will dispute it. But we, nevertheless, find very few school libraries; in fact they are exceedingly few and far between. Now, there are several reasons for this, one of the principal of which is, that teachers generally have too lofty an idea of the matter. I propose in this brief article to lay before those of the teachers of the State who read our Journal a few practical suggestions in relation to school libraries, which, it is hoped, may be productive at least of some reflection upon the subject. It is one of great interest to me, for during the period of my experience as a teacher, I have hardly ever been in charge of a school where there was not a library; and I can also speak from experience of the beneficial effects upon the scholars.

And first, a few words upon the results to be expected: We all know that one great evil to be dreaded in schools is the habit of routine, into which scholars so readily fall—the inclination to learn just what is set down for them, and to consider everything once recited as something to be dismissed from their minds—a *receptive* habit of mind, if I may so express it, waiting to have knowledge poured into their minds, instead of raising their own mental powers to the best advantage, and by that very use, learning constantly to use them better. Every wide-awake teacher knows this tendency perfectly, and accordingly sets himself at work to counteract it. He knows very well that the great aim of education is to cultivate and draw forth the powers of the mind—to awaken a consciousness of its own strength, and to teach the pupil *how* to learn. In aid of this he draws constantly upon the exhaustless stores of his own well-trained intellect, and by every means in his power he assists the healthy growth of the intellect of his scholars. Now, a collection of well-chosen books are so many silent helpers in this work—they are doing quietly the work of the teacher, and he knows and appreciates their value. Again, it is of great benefit to establish a habit of reading in youth. Many young persons have been kept from vicious amusements by a taste for reading, and have been saved from follies into which others have fallen, not so much from perverted inclinations as from that restlessness of youth which *must* be occupied in something, and for want of some safe employment turns to that which is hurtful. The general information, too, of scholars is of course greatly increased by reading—a matter of much importance, as their range of thought is correspondingly widened.

But I am aware that many who will agree to all this, will still be disposed to think that the establishment of a library for their schools would be next to impossible. Well, it is not such a difficult matter. Let us see. How many boys are there in California who could not easily get fifty cents or a dollar to buy a book? Now, let ten, fifteen, or twenty boys and girls contribute no more than what each would be willing to spend to purchase a single volume, and lo, the result is a library! Instead of each one having the reading of a single book he has the reading of twenty. It is only the old principle of association, of joint effort, and with this advantage—that

the efforts of each one are multiplied, as it were, by the whole number; in fact, the matter only needs to be understood to be appreciated. There is not a school in the State where a beginning may not be made—a beginning, too, which will, in all probability, lead to valuable results. A dozen well-chosen books in a school will be enough to awaken a taste for reading, which will be very likely to lead to the procuring of another dozen, and so on indefinitely.

It is, however, a matter of great importance that books for a school library should be selected with judgment. They must not be too light nor too heavy. They *must* be interesting, or those for whose benefit they are intended will not read them—a fact of which very many excellent people who have had the selection of Sabbath-school libraries have seemed oblivious. Any well-informed teacher will be able to make such a selection by a little care and effort. In some cases, where it does not seem easy to awaken an interest in the subject, the purchase of half a dozen volumes by the teacher, to be loaned to the scholars, would doubtless be followed by the desired effect.

There are very many districts where a small amount of money could be raised by subscription, sufficient to give a good start to a library; but the best method, and one which is available almost everywhere, is that referred to above—union of resources. It is to be hoped that teachers will give more attention to the matter than they have hitherto done. There is no good reason why there should not be a library in every well-established school in the State—a condition of things which would cause our worthy and indefatigable Superintendent, with whom the matter has been one of deep attention, to rejoice sincerely—knowing, as he does, how much it would raise the character and efficiency of the whole educational system of the State.

D. C. S.

MARYSVILLE.

BOAZ did not give Ruth a quantity of corn at once, but kept her gleaning. That is the best charity which so relieves another's poverty as still continues their industry.—*Fuller.*

A LITTLE wrong done to another, is a great wrong done to ourselves.

HE who needs education *most*, cares *least for it!*

[For the California Teacher.]

A TEACHER'S GROWL.

EDITORS CALIFORNIA TEACHER:—I have been reading over the first volume of your valuable little journal, published last year, and in doing so, I must say there were several things that appeared to me, in some respects, extraordinary and inexplicable. I shall endeavor to state them, even at the risk of trespassing upon your time and patience, and if my remarks should not appear to you of sufficient interest to deserve a niche in your journal, I trust you will take a good intention for the deed, and pardon my presumption.

One circumstance appears to me most singular in perusing the publication, viz.: the great lack of writing on the part of common teachers. 'Tis true there are many articles on various subjects connected with school matters and the sciences, but I refer more particularly to the simple commonplace, ordinary school work—the pains and pleasures of a teacher's life, inquiries how to act in such and such a case, technical points in school affairs that will arise in "the best regulated families," and, in short, the experiences of teachers in the different localities to which they migrate for a few months, like Arabs in the desert. I may be told by some, but I do not think by yourself, sir, that school teaching is always the same monotonous drudgery, void of excitement or novelty, and that there really is nothing to write or say about it. A teacher that can say this, or feel that he could not tell something about his school, the parents in the district, their habits and manners, the School Trustees with whom he has to negotiate, etc., must, indeed be most indifferent and unobserving to the occurrences that are daily passing around him. Let each teacher ask himself if there be no circumstances connected with his school life that might be of service and interesting to the profession, I am sure he will be compelled to reply in the affirmative. His position is one that affords him an abundance of material.

Then, sir, why do not teachers in the lower ranks avail themselves of the circumstances that are constantly occurring around them, and through your journal, their official organ, make themselves heard throughout the State, and let the world know something of a teacher's life, *outside* of the principal cities—of the labors and

trials of that numerous class, who are working hard in quiet, out-of-the-way districts, for less than bricklayer's wages? To that class I belong, Mr. Editor, and would particularly urge my fellow-laborers in the same category, that they rouse themselves and make an effort to elevate their social position, and receive a salary commensurate for their labor, and blot out, if possible, forever, the now prevalent phrase, "Chinaman's wages." Again, sir, it is very properly required from us, teachers, to possess a good moral character, loyalty to the government, and scholastic attainments of no mean order. Why should we not expect to find our position in the different districts to which we, at short intervals migrate, respected accordingly, and if it be not, have it in our power to publish those localities where the position and treatment of the teacher is considered by the people far below that of the commonest laborer working on the ranch. We might take a good lesson from the artisans, mechanics, and even *common* laborers of San Francisco—see how they all unite, and liberally subscribe to their different Clubs and Unions for their mutual protection, and to insist on fair and legitimate pay: these men are wiser than we are, spite of our boasted education.

I would now say, sir, with your permission, a few words to my fellow teachers in the lower ranks—those that are *actually* receiving "Chinaman's wages," or at the *utmost*, that of a common restaurant waiter. Is there anything we can do to drag ourselves out of this miserable state of things—this social degradation? I say "social degradation" deliberately, more especially when I remember reading, that some time since at a meeting of school teachers from different parts of the State in San Francisco, some restaurants and hotels, as a *favor* and *kindness*, stated they would only charge "*half price* to school teachers" for their meals! I do hope, for the credit of poor humanity, that teachers had sufficient spirit and self-respect not to avail themselves of this "charity." Mark me, I do not wish to say a word against the proprietors of those hotels for their offer; they did so with a good intention—it is only to show, if possible, to what depths of degradation our profession has come, when it can evoke such *charitable* condescension. Fancy going to the What Cheer House, where you can dine for twenty-five cents, and, walking up to the counter to pay, getting let off with twelve and a half cents, *because you are a teacher!* Surely it

needs the pen of a Dickens or a Thackeray to picture this in its true repugnance. Why should we not be enabled to pay our way in the world, as independently as the mechanics and *common laborers* in the State? To turn to the subject, is there nothing we can do to remedy this? — that is the question. I unhesitatingly say, "yes," and I will tell you, *first*, in a few words, it is to be in *earnest* and *feel* your now degraded condition. We want more vitality— real, living, forcible, determined, bull-dog energy and unity amongst us; we should "all feel together," each one doing something as far as he can. At present, I am sorry to say, we have no society similar to Trades' Unions; but in the absence of this, let us use the materials we have, viz.: our heads, our pens, and the journal called the "CALIFORNIA TEACHER;" this last should be our mouthpiece to all the world, and more particularly to this State; let us correspond with each other through its columns, and agitate our cause, and organize, as far as practicable, meetings amongst ourselves in our various districts. Depend upon it, if we are only in *earnest*, and each one tries to do his part, no matter how small, we should soon receive the talent and support of more able men than ourselves who would advance our cause.

See, for example, even in our profession, how differently and well the teachers are treated in San Francisco, where they are able to act more in *unity*. The ladies, as you know by the papers, have become quite rampant lately, and immortalized themselves by *their* energy and determination to have their wages raised. The very city was shaken to its foundation at the time, whether from the effects of their tramping to obtain some thousand signatures to their petition, or from an earthquake, you must determine. The justice of the complaint was admitted, and there is every probability they will receive the desired advance. I would also observe that the press of the city nobly advocated the cause of these ladies, and by its powerful aid materially assisted them.

Now, shall we, "itinerant teachers," remain for ever idle in our own behalf? grumbling and growling eternally at our hard lot, and oftentimes bad treatment in the places we visit, and do nothing ourselves but clap our hands like children, when such men as Starr King or Dr. Bellows advocate our cause? Will this kind of action effect a cure for the grievances we now labor under? Surely no;

we ourselves must *first put* "our shoulder to the wheel," and then call on Jupiter if you like. Our present apathy is a disgrace to us; and even the lady teachers of San Francisco have put us, male teachers, to the blush by their valorous example.

But how do matters stand at present? As a body there seems to be not one atom of *unity* amongst us; neither can many of us feel overmuch interest in our avocations as teachers, or such a paragraph as I have read in the August number of this year could not have appeared. Last year, I see there were five hundred teachers who subscribed to the journal; this year only one hundred! * When I read that paragraph and the strong *comments* made by the Editor, I paused; I blushed; I felt ashamed in belonging to such a profession. This, my fellow teachers, may appear to you strong language; but I ask you, as educated men and women, if you can read that printed insertion without feeling the deepest humiliation? If you can do so, the sooner you quit teaching and go and dig potatoes or wash dishes the better, for you possess a nature and a soul totally unfit for a teacher.

To those men and women who, like myself, will continue teaching, if we can live on the pay, I would say, let us be up and doing. Thank God we have a journal exclusively published for our use; let us use it then—state circumstances that affect our position and pecuniary interests, agitate our cause through its columns, and organize our different districts for the removal of these grievances under which we now labor. Never mind about writing fine letters, or on scientific subjects—write something simple, practical, and useful; something that you feel about in your vocation; something uppermost in your soul. Depend upon it, if you have a real, fervid interest in your subject, you will find no difficulty in expressing yourselves. We must make a move. I, myself, have thus ventured to address you on the subject, and, if possible, to rouse you to exertion, and to ascertain if there be not some teachers amongst us who are anxious to ameliorate their condition. I trust this letter may move you to exert yourselves, for the social standing of the Public School Teachers is now-a-days much about the same as that of the "strolling actors," in the days of Queen Elizabeth.

A Voice from the Ranks.

* The monthly edition of the Teacher now exceeds 1,600 copies.—Ed.

GEOLOGICAL SURVEY OF CALIFORNIA.

Some of the principal results of the survey, up to the present time, may be thus briefly summed up:

Topography.—During the year 1863 a reconnoissance was made in the High Sierra, from the region adjacent to the Mono Trail (which trail leads from Big Oak Flat or Coulterville, along the edge of the Yosemite Valley, to Aurora, a little south of the 38th parallel of latitude) to the northern line of the State. Nearly all the high points of the Sierra Nevada, on this line of reconnoissance, were ascended and measured barometrically. The highest portion of the Sierra Nevada is that near the head-waters of the Tuolumne River, west and south-west of Mono Lake. The culminating peak of the Sierra, the highest point in the State, with the exception of Mt. Shasta, we found to be just north of the Mono Trail, eight miles south-west of Mono Lake; it is 13,200 feet high, and, being one of the unnamed peaks of the sierra, was called by us Mount Dana, in honor of Professor J. D. Dana. The next point in hight to this—the center of a magnificent group of snow-covered peaks—we named Mount Lyell; it is about fifteen miles, a little west of south, from Mt. Dana, and about one hundred feet lower than that elevation. The scenery of this portion of the sierra is truly Alpine, and can hardly be surpassed in grandeur.

One of the most interesting facts observed here, for the first time in the sierra, was the proof everywhere surrounding us of the former existence of glaciers, on an immense scale of magnitude. All the phenomena of former glacial action are exhibited to the greatest advantage in the upper Tuolumne Valley, through which once flowed a mass of ice nearly 1,000 feet in thickness. Thousand of acres of granite retain the most exquisite glacial polish, and the existence of lateral, medial, and terminal moraines is as easily observed as in the Alps at the present day.

These traces of extinct glacial action were afterwards discovered by us in many other places to the north of this, through to Mt. Shasta.

The work of laying down the topography will be continued during the present season by Mr. Hoffman in the region south of the Mono Trail, and by Mr. Wackenreuder in that north from Silver

Mountain to Henness Pass. Thus our observations, when combined, will enable us to give the first approach to a tolerably accurate map of this great chain of mountains. It is uncertain, as yet, how and in what form our topographical work will be laid before the public, except that the publication of the maps of the vicinity of the Bay of San Francisco and of the Monte Diablo region has been determined on, and they will be soon placed in the engravers' hands. It is believed, however, that such arrangements will be made as shall ensure the publication of a map of the entire State, greatly improved on anything which has yet appeared, and as large as can be conveniently used for a wall-map—say, on a scale of twelve miles to the inch. A map of the central portion of the State, on a scale of about six miles to the inch, embracing the principal mining regions, and covering the area occupied by at least four-fifths of the population of the State, will also probably form a part of the materials prepared for publication by the survey.

Geology.—Perhaps the most striking result of the survey is the proof we have obtained of the immense development, on the Pacific side of our continent, of rocks equivalent in age to the Upper Trias of the Alps, and paleontologically closely allied to the limestones of Hallstadt and Aussee, and the St. Cassian beds, that extremely important and highly fossiliferous division of the Alpine Trias.

This great Triassic belt of the Pacific Coast has been most fully explored by the survey in the latitude of 40°, and over a width east and west of nearly four degrees of longitude (117° to 121°). It is from this region that the largest portion of the fossils have been obtained, both from the three parallel ranges in longitude 117° to 118° called the Humboldt Ranges, and from localities in Plumas County, California. But sufficient paleontological evidence has been obtained to enable us to state that this formation extends from Mexico to British Columbia, occupying a vast area, although much broken up, interrupted, and covered by volcanic and eruptive rocks, and usually highly metamorphosed.

Among the specimens from the Humboldt and Plumas County, Mr. Gabb recognizes at least four species as identical with European, while the whole facies of the collection is most strikingly like that of the Hallstadt beds—the same intermixture of othoceratites, ceratites, goniatites, nautili, and ammonites, the latter frequently of peculiar globose forms occurring in the Alps, together with *Halobia*,

Monotis, *Avicula*, *Pecten*, etc., a *Monotis* being the most widely diffused and the most abundant of all.

Accompanying this Triassic formation in the Sierra Nevada, and probably also in the Humboldt Ranges, is an extensive development of Jurassic rocks, usually highly metamorphosed and extremely barren of fossils. Enough, however, have been found to justify the assertion that the sedimentary portion of the great metalliferous belt of the Pacific Coast of North America is chiefly made up of rocks of Jurassic and Triassic age, with a comparatively small development of Carboniferous limestone, and that these two formations are so folded together, broken up, metamorphosed in the great chain of the Sierra Nevada, that it will be an immense labor, if indeed possible at all, to unravel its detailed structure. While we are fully justified in saying that *a large portion of the auriferous rocks of California consist of metamorphic Triassic and Jurassic strata*, we have not a particle of evidence to uphold the theory that has been so often maintained, that all, or even a portion, of the auriferous slates are older than the Carboniferous; not a trace of a Devonian or Silurian fossil even having been discovered in California, or indeed anywhere to the west of the 116th meridian. On the other hand, we are able to state, referring to the theory of the occurrence of gold being chiefly limited to Silurian rocks, that this metal occurs in no inconsiderable quantity in metamorphic rocks belonging as high up in the series as the Cretaceous.

Allusion has already been made to the wide-spread occurrence in California of the Cretaceous formation. The coast ranges of California and Oregon, indeed, are to a large extent made up of rocks of this age, usually more or less metamorphic in their condition, and frequently highly so; but still, on the whole, forming the richest fossiliferous formation of the State, having already yielded fossils at over thirty localities.

There can be no doubt that the chain of the Sierra Nevada is older than the Rocky Mountain chain, or that group of chains or ranges which forms the eastern border of the great mountain region of the western side of the continent. The great mass of the Sierra was uplifted and metamorphosed after the termination of the Jurassic epoch, and prior to the deposition of the Cretaceous, for we find the last-named formation resting horizontally and unaltered on the flanks of the Sierra, all through Central California. The same

statement is probably true with regard to the ranges east of the main crest of the Sierra Nevada, as far at least as the 116th meridian. But although we have good reason to believe that these last-mentioned ranges were uplifted and metamorphosed after the close of the Jurassic period, we have not positive evidence that this took place prior to the Cretaceous epoch. Still, combining all we know of the geology of New Mexico and Nevada Territory, there appears to be little doubt that the system of the Sierra Nevada extends over a considerable area, east and west, embracing a number of nearly parallel ranges of mountains, some of which, indeed, are little inferior in extent and elevation to the Sierra Nevada proper.

We have recognized at least three distinct periods of upheaval and metamorphic action in the coast ranges. The main one was at the close of the Cretaceous epoch; the next in importance was after the deposition of the Miocene tertiary—or, at least, of a group of strata which for the present, may be referred to that age. The next in age is a system of east and west upheavals, which took place at the close of the Miocene; and the third is one which appears to have commenced during the later Pliocene, and to be still going on.

It is a very interesting fact, that the exterior of the coast ranges—that is to say, the mountains nearest the Pacific—are of earlier date, or older geologically, than the interior ones, or those which border the Sacramento and San Joaquin valleys. This is a repetition on a smaller scale of what has been the course of events in the formation of the whole continent, the exterior lines having been first marked out, and the interior filled up afterwards.

The vast Tertiary formations on the flanks of the Sierra Nevada, so important as being the locality of the hydraulic mining operations, are not of marine origin, as has been so often asserted. The history of these deposits, their position, age, and other characters, are exceedingly interesting; but it is impossible, in this connection, to do more than hint at some of the main features.

There is perhaps no subject connected with the geology of the Pacific Coast, in regard to which there are so many misapprehensions, as there are in what has been published by geologists on the nature and distribution of the detrital deposits which are so extensively worked by the methods known as hydraulic and tunnel mining. It has been assumed that these deposits are of marine origin,

and that they originally extended over the whole western slope of the Sierra Nevada, a condition of things which, were it true, it would be of vast importance for California to know; but the real facts of the case are entirely different.

In the first place, these deposits are not of marine origin, as is proved by the fact that, although frequently found to contain impressions of leaves, masses of wood and imperfect coal, and even whole buried forests, as well as the remains of land animals, and occasionally those of fresh water, not a trace of any marine production has ever been found in them.

Again, these detrital deposits are not distributed over the flanks of the Sierra in any such way as they would have been if they were the result of the action of the sea. On the contrary, there is every reason to believe that they consist of materials which have been brought down from the mountain hights above and deposited in pre-existing valleys; sometimes in very narrow accumulations, simple beds of ancient rivers, and at other times in wide lake-like expansions of former water-courses; and this under the action of causes similar to those now existing, but probably of considerably greater intensity. This deposition of detritus, for the most part auriferous, took place during the later Pliocene epoch, and not as late as the drift or diluvial period, as is abundantly proved by the character of the remains of plants and land animals which are imbedded in it.

The deposition of this auriferous detritus was succeeded, throughout the whole extent of the Sierra Nevada, by a tremendous outbreak of volcanic energy, during which the auriferous gravel was covered by heavy accumulations of volcanic sediments, ashes, pumice, and the like, finally winding up by a general outpouring of lava, which naturally flowed from the summits of the Sierra through the valleys into the lake-like expansions, filling them up and covering over the auriferous gravels, which were to remain for ages, as it were, in a hidden treasure chamber, concealed under hundreds of feet in thickness of an almost indestructible material.

The effect of the denudation which has taken place since these streams of lava flowed down the mountains, has been most extraordinary. For now, these deposits of gravel and overlying volcanic materials, instead of occupying the depressions of the surface, are found forming high plateaux between the present river cañons and flat-topped ridges, known as "Table Mountains," hundreds or even

thousands of feet above the present river beds. Thus the topography of the country is exactly the reverse of what it was at the commencement of the present geological epoch; what were once valleys are now ridges, and the ridges of former times were where the immense cañons of the rivers flowing down the western slope of the sierra now are. The proof of this assertion, and the interesting bearing it has on the tunnel and hydraulic mining interests of California, will be fully set forth in the report of the survey.

The Mammalian remains found in the tunnel and placer diggings of California seem to belong to two distinct epochs. The oldest represents the Pliocene, the other the Post-tertiary. The former are under the volanic beds, the latter in deposits which have been formed since the period of greatest volcanic activity, and which apparently belong to the epoch of Man. For it appears that the facts collected by this survey, when fully laid before the public, will justify the assertion *that the mastodon and elephant, whose remains are so widely and abundantly scattered through California, have been contemporaneous with Man in that region.*

The above are a few of the more interesting facts developed by the Geological Survey of California, and of which the full details will be laid before the scientific public with as little delay as possible.

Botany.—It is believed that the progress in this department, under Prof. Brewer's direction, has been sufficient to warrant the assertion that a "Manual of the Botany of California" will form a portion of the work of the survey. The large collection of plants already made have been distributed to different high authorities in each department, and Prof. Brewer expects to return to the East in a short time, to commence the preparation of such a work as, it is believed, will be a most important help to the study of the botany of the Pacific Coast.

Conclusion.—The publication of so large a mass of materials will necessarily occupy several years, and it will of course depend on the action of future Legislatures how fully and how rapidly our results are laid before the public in a printed form. Three volumes are already provided for, and, as has been already stated, they will be sold at a moderate price, and the proceeds, as required by law, paid over to the Common School Fund of the State.—*American Journal of Science and Art, Sept.*, 1864.

THANKSGIVING.

Our hearts are full of memories of the good old Christmas times,
When sleigh-bells on our northern hills rang out their merry chimes.
Let us call to mind the stories to us in childhood told,
And gather up the golden grains of friendship true and old.
Those northern hills—our native hills—are shrouded now in snow,
But round the firesides of that land warm hearts are in a glow.
No biting frosts, no wintry winds, no winter snows can chill
The hearts that loved us long ago, the hearts that love us still!
As the year brings back Thanksgiving and merry Christmas morn,
Our hearts go flocking homeward to the land where we were born.

Sons of those granite mountains, walk you ever in your dreams
On the hillsides, in the valleys, by the rippling meadow streams?
Think you ever of the pastures in the pleasant summer hours,
Or the clover-scented hay-fields after cool, refreshing showers?
Dream you ever of the autumn, when the gorgeous forest lies
A grand old northern painting, touched by lights of northern skies?
Glide you ever like an arrow a-down the snow-clad hills?
Sweep you ever on the ice-fields, till each tingling fibre thrills?
Think you ever of our comrades, bold, hardy, tough, and stout,
Who fought fierce snow-ball battles, when the pent-up school was out?

Dream you ever of the Yankee girls?—I need not ask you this,
Until your hearts are icicles and your lips forget to kiss?
Tell not of dark-eyed maidens under burning tropic skies—
They charm us not like northern girls with bluer, soul-lit eyes!
If the thrilling pulse of passion throbs not with a tropic heat,
No purer hearts, no truer hearts in love responsive beat.
Their souls are stainless as the hills, white-robed in driven snow;
Their lips the same as those we kissed at Christmas long ago.
The same heroic spirit have our Yankee girls to-day
As their high-souled Pilgrim Mothers of Massachusetts Bay.

Ring out the merry Christmas bells, and sing the songs we sung
Round the firesides of New England in the days when we were young,
When we gathered in the kitchen, around the blazing hearth—
Father, mother, sister, brother—our hearts all ONE in mirth;
When our hearts were ALL Thanksgiving, and we worshiped God in truth,
Contented with the priceless boons of home, and health, and youth.
Ring out the joyful Christmas bells!—the same true mother's prayer
Ascends to Heaven for us to-day, as when we knelt down there.
Ring out the bells, raise thanks to God, that memories of home
Attend like angels on our steps wherever we may roam.

God bless the rough old Granite Land, and Plymouth's sea-washed rock;
God bless all wandering children of the hardy Pilgrim stock.
New England's wealth lies treasured, not in golden stream or glen,
But in priceless souls of women, and the iron hearts of men.
Our footsteps wander from her, but our pride is still to know
We keep the free New England hearts she gave us years ago.
Like the needle always turning to the Polar Star, at sea,
We are ever drawn, New England, trembling, quivering unto thee!
The ties that bind us unto thee, nor time nor space can sever—
Our homes are on Pacific's strand, our hearts are thine forever!

Selected.

Resident Editors' Department.

SAN JOAQUIN COUNTY TEACHERS' INSTITUTE.—Pursuant to the call of Superintendent Cottle, the teachers of San Joaquin County met in the Court House at Stockton, on Thursday, October 20th, and continued in session three days. The trustees throughout the county, generally, allowed their teachers to attend the Institute, under pay, and as a result all the teachers attended, except two or three in Stockton, who didn't take the trouble to even peep into the Institute. The teachers were uniformly prompt and regular in attendance, making quite a pleasant contrast to some Institutes we have attended, where irregularity and tardiness were decidedly in the ascendant. Superintendent Cottle opened with a good address, and Rev. Mr. Hendrickson gave the first evening lecture, on "Educated Mind." On Friday evening lectures were given by the State Superintendent and Professor Knowlton. Several very creditable essays were read by members of the Institute. Mr. Cottle very wisely secured the services of Professor Knowlton during the whole session of the Institute. On Saturday evening Professor Knowlton and Mr. Swett gave Elocutionary Readings for the benefit of a Country Teachers' Library. The citizens of Stockton manifested very little interest in the Institute—hardly a baker's dozen turning out to either the daily sessions or the evening lectures. Artemus Ward would have drawn a full house. But the teachers may congratulate themselves on having held the very best Institute of the Season.

EDUCATION IN SOLANO COUNTY.—Superintendent Simonton held the Semi-Annual Examination of Teachers for this county at Fairfield, on the 28th and 29th of October. Eight applicants were examined. One first grade certificate, and four primary were issued. The examination was quite thorough, lasting two days, and consisting of oral and written questions. State Superintendent Swett was present during the examination, and on Friday evening delivered an address to the citizens of Fairfield, on "The Duties of Parents in relation to Public Schools." Fairfield has never yet been able to build a school-house. An old shell of a building is rented at present. The people are fortunate in having a good school, nevertheless; for they have one of the most accomplished and capable female teachers in the State—Miss S. M. Pearson. Suisun, next-door-neighbor to Fairfield, is striving to redeem itself by building a school-house. A tax was voted and collected; contract given out; contractor secured on advance of six hundred dollars, and absconded instead of building the house! We believe, however, the citizens are making up the stolen money, and that

Suisun will soon boast of a Public School-house. On Monday we visited the Public School of Vallejo, taught by Mr. Simonton, the County Superintendent, assisted by his daughter, Miss Simonton. We have seldom visited a more orderly and industrious school. The Grammar Department numbers sixty pupils. We listened to two most excellent recitations in arithmetic and algebra. The school-house and furniture disgrace the town. The desks of the Grammar Department are most approved implements of torture, old and rickety. In the Primary Department, seventy-five children are crowded and crammed into a little unpainted red-wood shanty attached to the main building, in a manner really barbarous. The school has no maps, no charts, no apparatus whatever. We suggest to the trustees, into whose hands this article will fall, that they submit at once to the citizens of Vallejo the question of voting a tax of one thousand dollars for the purpose of enlarging the school-house, purchasing new desks, and buying some school apparatus. There are few better teachers in the State than Mr. Simonton; he ought not to be compelled to work under such disadvantages. The well-being of one hundred and fifty children demands a suitable house. We also visited the Public School in Benicia, taught by Dr. Rose, in a fine building, supplied with the most approved modern desks, with a fine piano, and with maps, and charts in abundance. Dr. Rose teaches some sixty scholars, without an assistant, making use of his older pupils as monitors. We also paid a flying visit to Miss Atkins' Female Seminary, where we found everything going on with the same order, neatness, and industry which has been characteristic of this school. The school was somewhat broken up during the year's absence of Miss Atkins, but is fast resuming both its old numbers and efficiency. If there is a better Institution in the State than this, we have yet to see it.

Education in Sonoma County.—Early in November we made a flying visit to several schools in this county. The Public School at Petaluma, under charge of Professor Lippitt, is in a most flourishing condition. It is divided into three Departments—High, Grammar, and Primary. The present building, large as it is, is crowded to its utmost capacity. The citizens are talking of voting a tax to build a wing to the present house, which will double its capacity. It is absolutely necessary that something be done, for Petaluma is fast filling up with population. The magnificent crops in Sonoma County have made business exceedingly brisk in Petaluma. Money is plenty, and the people can well afford to build a house as a Thank-offering for the rich harvest of the year. We visited Bloomfield, a thriving little place twelve miles from Petaluma, where we found a good professional teacher, Mr. Harlow, and an excellent school, but in a wretched old shell, which seemed still more shabby when contrasted with a finished teacher, and a well-ordered class of sixty pupils. The citizens, however, having their pockets full of money this year, have voted a tax of two thousand dollars to build a house. Mr. Harlow has taught this school four successive years—good evidence of his success, and of the good sense of the trustees. When the new school-house is built we hope there will be just good sense enough left to raise the teacher's salary twenty-five dollars per month. Superintendent Swett delivered an address to the parents the same evening we were there. On the fifth of November, the trustees, teacher, scholars, fathers, mothers, sons,

daughters, boys, and girls, and the cavalry company belonging to the Two Rock Valley School District, held a very pleasant pic-nic party in a grove about ten miles from Petaluma. Some three hundred persons were in attendance. Superintendent Swett delivered an address for the occasion. A fine band of music was in attendance. The cavalry company turned out in full numbers, and great patriotism. The tables groaned with good things—the fat of very rich land. Apples grew in bags-full under the trees. A barrel of cider was sucked up by thirsty boys and thirstier men. The babies were all fat, and good-natured. The girls were all pretty. The boys spoke their pieces well—the girls sang like nightingales. Everybody tried to eat more than his neighbor. The day was glorious, and the whole affair was voted a success, whereat the heart of Mr. Nason, the trustee, was greatly rejoiced.

GEOLOGICAL SURVEY OF CALIFORNIA.—We are indebted to Professor J. D. Whitney for a pamphlet of ten pages, containing an article on the "Progress of the Geological Survey of California," re-published from the American Journal of Science and Arts, September, 1864. We have selected such passages as will be particularly interesting to teachers, and regret that we could not find room for the article entire.

CAMBRIAN DISTRICT.—We have received the following enthusiastic letter from a correspondent in Santa Clara County:

A few words to the credit of our district. In public spirit and enterprise the inhabitants of this district are not surpassed by any other in the State. The district is in its infancy, having been organized but a few months; yet, notwithstanding the drouth and hard times, they have gone *right a-head*, subscribed liberally, and erected the finest and best Public School-house in the county, outside of San José and Santa Clara; and now, since its completion, are nearly, or quite out of debt. The house is built after the most modern style of improvement, well ventilated, with ante-rooms, patented desks, which are supplied with inkstands; a black-board of plaster of paris, the whole width of the room, and an elegant teacher's desk. A school of five months has been taught in this district, and a second session has commenced, with a large number of pupils, and flattering auspices. A few weeks since a subscription was started, to raise money for the purchase of school apparatus for the house, which was handsomely responded to; and as a result, the house is now furnished with a complete set of wall maps, and a globe and other apparatus will be forthcoming from the city shortly. The credit of this last enterprise belongs particularly to the *children*, *ladies*, and *old bachelors*, of which latter there are several in the district. Our single lady readers will please "make note of it;" and the highest praise is due them for their exceeding liberality in the cause of education in this district. As these worthy old bachelors don't seem disposed to hand their names down to posterity in the regular way, we feel like immortalizing them by inserting them in the CALIFORNIA TEACHER, but fear they would not encounter the approving smiles and glances of the ladies. The Trustees of Cambrian District are, Messrs. Benjamin Casey (familiarly known to his host of friends as Uncle Ben), Archibald Johnson, and William Quintell, to whose zeal and exertions as trustees the district owes much of its great prosperity and success. The school is presided over by Mr. T. W. Whitehurst, a gentleman of first class qualifications and abilities as a teacher, who has, by his industry and earnest devotion to his pursuit, rendered himself deservedly popular. Hurrah for Cambrian District!

SCHOOL REPORTS.—Report of Superintendent of Yuba County received Nov. 11th. Report of Nevada County not yet received at date of Nov. 15th.

We have received the following item from Santa Clara:

I am pleased to inform you, that at an election held yesterday, the citizens of this district voted a tax of $1,650 for the purpose of defraying the expenses of the school in this place. This tax, in addition to our public money, will make our schools entirely *free*. The opposition to the tax was composed of Catholics and rebels, who left nothing undone to defeat it; but, to the credit of our town, ignorance and treason were defeated.

Yours truly, CHARLES SILENT.

The State Normal School will close on Friday the sixteenth of December, and a public examination will be held on the 14th and 15th. The address to the Graduating Class will be delivered by Prof. Knowlton. The exercises of the closing day will consist of singing, calisthenics, elocutionary readings, and compositions. Teachers and others interested are invited to attend. The next term of the school will open on the tenth of January, 1865.

Physiology and Hygiene.—The State School Law wisely requires that physiology and hygiene shall be pursued as a regular study in all schools above the grade of Primary. The State Board of Normal School Trustees and the City Board of Education have recognized the importance of this study by purchasing of Mrs. S. H. Young, M.D., one of the finest manikins ever imported into the United States for the sum of $800—the two Boards sharing the expense equally, and the apparatus to be used exclusively in the State Normal School and the two City High Schools. Mrs. Young has just completed a course of five lectures before the pupils of the State Normal School. This full instruction in physiology and the excellent teaching in elocution and free gymnastics, offer unusual inducements for teachers to enter the school.

To County Superintendents.—We are under the necessity of jogging the memories of about one-half the Superintendents, by reminding them that they have neglected to forward the money to pay for the subscriptions of the Clerks of the Board of School Trustees. We have sent the California Teacher, and desire an equivalent at once in hard cash.

Obituary.—The ever-thoughful County Superintendent of Sacramento County sends us the following:

Sydney M. Chapin, one of our teachers, a young man who had struggled up from all the unfavorable circumstances with which any young man who is early left without parents is usually surrounded, and had become quite successful in teaching—a profession which he had permanently adopted—died on the seventeenth of November. He was teaching in Brighton No. 2. He was a native of Vermont; and he taught in San Joaquin County for a while.

Examination of Teachers.—We call the attention of teachers to the advertisement of the City Board relative to the examination of applicants for City Certificates. The State Board of Examination will grant State Certificates on the result of this examination, and by consent of the City Board, any applicants for State Certificates will be admitted to the examination.

Bush Street School-House.—We are indebted to the City Board of Education for the beautiful wood-cut of the finest public school building on the Pacific Coast.

BORN IN CALIFORNIA.—The following table shows the increase from year to year of the number of children born in California, as returned by the school census:

Year ending November 1st, 1858, 33,546; 1859, 42,450; 1860, 51,361; 1861, 59,644; 1862, 70,734; August 31st, 1863, 74,835.

STATE NORMAL SCHOOL.—Abstract from the Report of the State Normal School for October, 1864:

Whole number of members, 66; whole number of females, 59; whole number of males, 7; average daily attendance, 64; per centage of attendance, 93; whole number of counties represented, 23.; number who have entered, 3; number who have left, 4.

BOOK NOTICES.—We have received the following Works:

AN AMERICAN DICTIONARY OF THE ENGLISH LANGUAGE. By Noah Webster, LL.D. and Noah Porter, D.D. Springfield, Mass.: G. & C. Merriam. San Francisco: H. H. Bancroft & Co. pp. 1840.

"Get the best; Get Webster," has been the heading of Messrs. Merriam's advertisement for many years past, but since the publication of Dr. Worcester's Quarto there has been room for grave doubt in relation to the fitness of combining the two clauses of the motto. The publishers, however, have not been willing to give up their long-cherished maxim; and inasmuch as they are conscientious business men they have made every effort to maintain their claim to truthfulness. The result of their efforts we find in the magnificent volume that Mr. Bancroft has laid upon our Editorial Table.

The great work of Dr. Webster's life is, of course, the basis of this revised edition, which has received additions from every source likely to increase its usefulness among the readers of the English language. The *Etymology* of words has been treated with all the aids that modern learning could give. It is brief, clear, self-explaining, and minute. The *definitions* are condensed, and the varied meanings which a word has conveyed in the progress of its history are arranged, developed, and copiously illustrated by quotations from standard authors. The *vocabulary* is greatly increased. and comprises more than 114,000 words, embracing some of the most recent additions to the language; still it has not been considered necessary to preserve all the meanings that political prejudice has attached to widely-known words. We looked for "skedaddle," that peculiar combination of letters which the present war has made familiar to us all, and we found it; but when we looked for "Copperhead" and "Black Republican" we were disappointed. Trustees in Timbuctoo may, therefore, feel safe in procuring a copy of Webster.

The scientific and technical definitions can not be surpassed in excellence. More than three thousand pictorial illustrations are introduced in the body of the work and reproduced in a classified form in the Appendix. Prof. Hadley contributes "A Brief History of the English Language" in place of the "Introduction" of former editions. The Appendix contains, besides much other valuable matter, an "Explanatory and Pronouncing Vocabulary of the Names of noted fictitious Persons, Places, etc.," which is a decidedly interesting document. But time and space fail us for naming all the good points of this perfected work, and we dismiss its consideration with the matured opinion that the

heading to which we alluded at the beginning of this notice—"Get the Best; Get Webster"—may be sa ely retained in all future advertisements of "Webster's Unabridged."

THE POEMS AND BALLADS OF SCHILLER. Translated by Sir Edward Bulwer Lytton, Bart. New York: Clark & Maynard. San Francisco: A. Roman & Co. pp. 407.

This new edition is worthy the poetic nature of the contents. To any of our readers not already familiar with these lesser works of Schiller we take great pleasure in recommending their perusal; for in them, translated worthily as they are by Bulwer, there is found so much of true poetry. The arrangement is such that the reader may trace the broad stream from its mouth to its source; the maturer poems constituting the first division, those "written in the period of struggle and transition next, those in that of early youth last."

LIFE OF JEAN PAUL FREDERIC RICHTER. Compiled from various sources, preceded by his Autobiography. By Eliza Buckminister Lee. Third edition. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 539.

The preface to this edition, which is dated in the present year, informs us that the first edition was published twenty-two years ago. We are ashamed to confess our ignorance of the details of Jean Paul's life, and we make amends to those of our readers who have procured the "Levana" and "The Campaner Thal," noticed in previous numbers of the TEACHER, by informing them that in this volume they may learn who he was and what he lived for, with more fulness than Mr. Carlyle gives in his admirable review of his life and character. To those who have been charmed by the portrait therein given of the noble German author, we need only mention that here is just what they want to know; while the "Life" will possess even a greater value to those other readers who have no such memories. The authoress need not have apologized for presenting her work in these troublous times of our Nation's history, for such books as her's will always be welcome in the literary world, since the interest attached to the subject himself would insure a gentle greeting to any pen moved by love to the great soul known among men as "Jean Paul."

ESSAYS ON SOCIAL SUBJECTS. From the Saturday Review. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 351.

We like this book. It reminds us of the Friends in Council; clear, genial, easy, sensible. The motto upon the title page suggests the spirit of the author: "The man sat down to write a book to tell the world what the world had all his life been telling him." The essays are printed without special reference to order, and cover a large range of themes about which men are apt to do some thinking on their own account. It would be difficult to name a companion better adapted to make the evening hours of the weary teacher more pleasant than this.

WATCH AND WAIT; or The Young Fugitives. A Story for Young People. By Oliver Optic. Boston: Lee & Shepard. San Francisco: A. Roman & Co. pp. 276.

We are hardly able to class ourselves with "young people," and therefore had doubts whether our editorial opinion upon this book would possess much

value. So we have not read it, but we did a better thing: we handed it to a fair representative of young people with the request that it should be read within two or three days, and reported upon. In less than twenty-four hours we received the book again with an admirable summary of the story, which we shall not repeat here, and with the concluding words: "You ought to give it a good notice, for the book deserves it; but I don't believe you will, because it involves the treatment of slaves at the South, though it was not designed especially for an anti-slavery story." All we know about the story is that one of the "young people" read it through without stopping, and that we take to be good evidence that Oliver Optic has herein maintained his excellent reputation for writing attractive books for "young people."

YOUNG MEN'S CHRISTIAN ASSOCIATION. — We have received from Mr. Wm. M. Cubery, President, a copy of the Eleventh Annual Report of the Young Men's Christian Association of San Francisco, a neatly printed pamphlet of 24 pp., containing a list of officers, the Constitution and By-Laws, and the proceedings at the Eleventh Anniversary, including the Report of the retiring President, and the Address of Hon. E. D. Sawyer. The Association has a library of over 2,000 volumes, and a pleasant reading-room. The yearly dues are: for an Associate Member, $3; and for an Active Member, $5. Persons can become Life Members on the payment of $25. The Institution is worthy of all commendation for its efforts in behalf of the young men of San Francisco. Pres. Cubery has also sent us Dr. Wadsworth's Sermon before the Association—a copy of which we should be glad to see in the possession of every young man in our Golden State.

CRUSOE'S ISLAND; a Ramble in the Footsteps of Alexander Selkirk. With Sketches of Adventures in California and Washoe. By J. Ross Browne. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 436.

Ross Browne, the inimitable and the irrepressible, seems to have stopped wandering just long enough to suggest an edition of his magazine articles, to which suggestion his publishers gave ready heed. They have done well. The Crusoe adventures every body had forgotten, but the present generation will not live long enough to forget the "Peep at Washoe," with its speaking illustrations shadowing forth the old features familiar to us on this coast with just enough of caricature to create a hearty laugh and make us forget our losses in mining stock. We hope that the series of volumes will be continued, in order that thus we may obtain authentic sketches of travel in all quarters of the world—including Oakland.

MEMOIRS OF LIEUT.-GENERAL SCOTT, LL.D. Written by Himself. In two volumes. New York: Sheldon & Co. San Francisco: H. H. Bancroft & Co. pp. xxii, 653

We are glad to chronicle the appearance of this autobiography. The brave old chief, whose life has been given to his country, sets forth his own story of the last half-century; gives his views on a variety of questions, including slavery, and criticises freely the great men with whom he has been connected in affairs of State. The style is severely simple, and does not possess any thing of the charm which lingers in such autobiographies as Goethe's. We read it out

of respect for the writer—not because it is intrinsically excellent. We could have wished for greater detail in many portions of the work, but when we remember the great age of the autobiographer we are thankful for what we receive and ask no questions. The work has an ample index, as every book worth reading should have.

OUT-DOOR PAPERS. By Thomas Wentworth Higginson. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 370.

The *Atlantic Monthly* has rarely contained more vigorous papers than those collected in this neat volume. Several papers are of special interest to teachers; and one at least, "The Murder of the Innocents," did much towards improving the condition of that blessed system of schools whereof all civilization, as well as Rev. Dr. Bellows, is glad. Its influence has been felt all over the land. Scholars have rejoiced in its fruits; teachers have walked in its new light; and parents have been spared from sorrow in the loss of dear ones thereby. But besides this noted article, we have others full of interest to teachers and to the lovers of nature generally. The practical papers are dealing chiefly with physical culture, as Saints and their Bodies; Physical Culture; A Letter to a Dyspeptic; Barbarism and Civilization; Gymnastics; The Health of our Girls; and even tobacco receives honorable mention in a calm, readable article called a New Counterblast. The remaining papers are full of choice word-paintings from nature.

FIRESIDE TRAVELS. By James Russell Lowell. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co.

We have here a republication of various articles which appeared in magazines now defunct. They consist of a long paper on "Cambridge Thirty Years Ago;" a pleasant "Moosehead Journal," narrating adventures away Down East on a summer excursion; and some "Leaves from my Journal in Italy and Elsewhere." There is no effort at fine writing; but the collection contains many passages which justify the publishers in rescuing the almost forgotten pages from total oblivion.

OVERLAND EXPLORATIONS in Siberia, Northern Asia, and the great Amoor River Country; incidental notices of Mauchooria, Mongolia, Kamschatka, and Japan, with Map and Plan of an Overland Telegraph around the world via Behring's Strait and Asiatic Russia to Europe. By Major Perry McD. Collins, Commercial Agent of the United States of America for the Amoor River, Asiatic Russia. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. 467.

The title is so full that we need not attempt a synopsis of the contents of this volume. The appendix contains several valuable documents giving full information respecting the great project of uniting the nations of the earth into one by means of the electric wires.

WE have received a copy of Allen's Comprehensive Geography, so long expected with impatience by our readers, but owing to some delay of the mail we have not had time for the careful examination which it deserves, and must therefore wait another month to do it justice. For the present it is enough to say it is by far the best school geography we have ever had the pleasure of greeting.

EXAMINATION OF TEACHERS.

THE Examining Committee of the Board of Education of the City of San Francisco will hold an examination of candidates for positions in the public schools of said city, on FRIDAY, DECEMBER 16th, 1864, at 10 o'clock A.M., at the Office of the Board, City Hall.

The examination will be continued not less than four days.

All candidates are required to pass examination in the following branches:

ARITHMETIC,	GEOGRAPHY,
GRAMMAR,	HISTORY OF UNITED STATES,
PHYSIOLOGY,	SPELLING AND DEFINING,
PENMANSHIP,	READING,

METHODS OF TEACHING.

Applicants for the positions of Grammar-Master, Sub-Master, and Head Assistant, will, also, be examined in the following:

ALGEBRA, GEOMETRY, NATURAL PHILOSOPHY,

Extra credits will be allowed for proficiency in Music, vocal or instrumental, and for credentials of experience or of success in teaching.

The examination will be by written questions and answers in all the above-named branches, except reading, methods of teaching, and music.

The salaries of teachers for the present year are as follows:

Principal of High School	**$2,500**
Male Assistant High School	**2,400**
Female Assistant High School	**1,200**
Grammar-Master	**2,100**
Sub-Master	**1,500**
Head Assistant (Female)	**1,000**
Principal Primary School (Female)	**1,020**
Assistants (Female)	**800**

Communications may be addressed to

GILES H. GRAY,
Chairman of Examining Committee,

Or to GEORGE TAIT,
Superintendent of Public Schools.

THE STATE BOARD OF EXAMINATION will grant STATE DIPLOMAS and CERTIFICATES on the results of this examination, and any Teachers of the State desiring to obtain such Certificates are invited to present themselves for examination.

Dec.

A

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A. ROMAN & CO.

Dec.

THE

CALIFORNIA TEACHER.

JANUARY, 1865.

Vol. II.] SAN FRANCISCO. [No. 7.

ANNUAL REPORT.

STATE OF CALIFORNIA,
Department of Public Instruction.

SAN FRANCISCO, Dec. 1st, 1864.

To His Excellency,

FREDERICK F. LOW,

Governor of California:

I herewith submit to you a condensed summary of the Statistical Reports made to this Department, accompanied by a brief report of the condition of the Schools for the year ending August 31st, 1864.

Very respectfully,

Your obedient servant,

JOHN SWETT,

Sup't of Public Instruction.

GENERAL SUMMARY OF THE STATISTICS OF THE PUBLIC SCHOOLS OF CALIFORNIA FOR THE SCHOOL YEAR ENDING AUGUST 31st, 1864.

OFFICIAL REPORT.

Statistics from Returns of School Census Marshals.

	1863.	1864.	Incr'se.
No. of boys between 4 and 18 years of age	39,700	44,304	4,604
No. of girls between 4 and 18 years of age	38,355	42,527	4,172
Total No. white children between 4 and 18 years of age.	78,055	86,831	8,776
No. of white children under 4 years of age	39,081	41,323	2,242
No. of youths between 18 and 21 years of age	4,129	4,443	314
Whole No. of children under 21 years of age	121,265	132,679	11,414
No. of children of all ages under 21 years born in Cal...	74,835	80,714	5,879
No. of children between 4 and 6 years of age	15,987	18,136	2,149
No. of children between 4 and 6 years of age attending Public Schools	3,722	3,723	1
No. of children of all ages attending Public Schools	29,416	34,175	4,759
No. of children attending Private Schools	9,158	11,359	2,201
No. of children between 6 and 18 years of age not attending any school	20,062	20,847	785

Statistics from Returns of Teachers and Trustees.

Whole No. of boys enrolled on Public School Registers..		26,310	
Whole No. of girls enrolled on Public School Registers..		21,278	
Total No. of pupils enrolled on Public School Registers..	36,540	47,588	11,048
Average No. belonging to Public Schools	22,965	29,061	6,096
Average daily attendance	19,992	24,704	4,712
No. attending school under 6 years of age	2,246	3,735	1,489
Percentage of daily average attendance on the average No. belonging	·80	·81	·01
Percentage of daily average attendance on the whole No. enrolled	·51	·51	—·00
Percentage of daily average attendance in the Public Schools on the whole No. of children between the ages of 4 and 18 years of age	·24½	·28	·03½
Percentage of enrollment in the Public Schools on the whole No. in the State	·46	·56	·10
Percentage of average No. belonging on whole No. enrolled		·61	
Average No. of months during which schools were maintained	5·4	6·9	1·5

Miscellaneous Statistics.

	1863.	1864.	Incr'se.
No. of Primary Schools	280	321	41
No. of Intermediate Schools	58	39	—19
No. of Ungraded Schools	364	424	60
No. of Grammar Schools	48	44	—4
No. of High Schools	2	4	2
Total No. of schools	754	832	78
No. of School Districts	684	759	75
No. of Schools for colored children	5	6	1
No. of colored children attending such schools	162	256	94
No. of Negro children returned by Census Marshals	735	831	96
No. of Mongolian children returned by Census Marshals.	455	987	532
No. of Indian children returned by Census Marshals	4,522	5,987	1,465
No. of pupils studying History of the United States		2,384	
No. of pupils studying Physiology and Hygiene		1,471	
No. of male teachers employed during the year	535	565	30
No. of female teachers employed during the year	464	514	50
Total No. of teachers employed during the year	999	1,079	80
No. of schools maintained less than 3 months	31	17	14
No. of schools maintained only 3 months	198	149	—49
No. of schools maintained more than 3 months and less than 6 months	211	202	—9
No. of schools maintained more than 6 months and less than 9 months	157	197	40
No. of schools maintained 9 months and over	114	204	90
No. of free Public Schools maintained without Rate Bills.	219	257	38
No. of School Districts which have raised a District Tax.	17	69	52
No. of School Districts which have made correct returns according to law	508	591	83
No. of School Dist's which failed to make correct returns	122	155	33
No. of teachers who have made returns according to law.	756	857	101
No. of teachers who have failed to make such returns	79	54	25
No. of school-houses built of brick	31	34	3
No. of school-houses built of wood	647	711	64
No. of school-houses which disgrace the State	149	137	—12
No. of new school-houses erected		85	
No. of volumes in Public School Libraries	3,327	4,983	1,656
No. of teachers who subscribe for an Educational Journal.	277	363	86
Longest time any teacher has taught the same school	11 years	12 years	1
No. of teachers who have taught the same school 2 years and over	77	54	—23
No. of teachers who attended State Teachers' Institute	308		
No. of teachers who attended County Teachers' Institutes.	242	261	19
No. of teachers allowed and paid for time in attendance on Institutes	86	148	62
No. of school visits made by County Superintendents	1,058	971	87
No. of school visits made by Trustees	971	3,498	2,527
No. of school visits made by other persons	2,460	13,640	11,180
No. of 1st Grade Certificates issued by Co. Board of Ex.	159	242	83
No. of 2d Grade Certificates issued by Co. Board of Ex.	294	431	137
No. of Temporary Certificates issued by Co. Supt's	124	318	194
No. of applicants rejected by Co. Board of Examination.	99	139	40
No. of State Educational Diplomas issued	9	3	
No. of State Certificates, first grade	11	5	
No. of State Certificates, second grade	12	1	
No. of State Certificates, third grade	20	1	
No. of applicants rejected by State Board	31	10	

FINANCIAL STATISTICS.

RECEIPTS.	1863.	1864.	Increase.
Balance on hand at beginning of School year	.....	$104,889 42	.....
Amount School Fund received from State.	$145,537 84	132,217 85	.....
Am't School money rec'd from Co. taxes..	307,128 22	144,876 51	37,339 25
" " " " City taxes....	30,000 00	154,912 46	
" " " " District taxes.	8,731 62	45,313 03	35,581 41
" " " " miscellaneous sources....	26,448 85	90,705 81	.....
Am't School money rec'd from rate bills and subscriptions, as reported by Trustees	68,209 24	84,084 52	15,875 28
Total amount received from all sources for support of Schools.....	581,055 77	756,999 00	175,943 23
EXPENDITURES.			
Am't paid teachers' salaries	328,338 02	411,101 01	82,762 99
" " for sites, buildings, repairs, and School furniture	93,931 53	167,393 44	73,461 91
" " for rent, fuel, and contingent expenses	58,291 97	69,562 36	11,290 39
" " for School libraries	514 75	1,132 21	617 46
" " for School apparatus	2,271 97	6,010 84	3,738 87
Total expenditure for School purposes....	483,407 49	655,198 86	171,791 37
Balance on hand.....	97,648 28	101,800 14	.....
Amount of money received from all sources per School child	7 44	8 70	1 26
Am't per scholar for whole number enrolled on Public School Registers.....	15 90	15 50	— 40
Average percentage of amount raised by county taxes on each hundred dollars of assessable property in the State	.....	16	.....
Amount appropriated for support of State Normal School	6,000 00	8,000 00	2,000 00
Amount expended for County Institutes ..	275 00	1,332 00	1,057 00
Average annual salary of County Supt's..	440 00	555 00	15 00
Amount paid teachers for service rendered on County Boards of Examination.....	400 00	1,259 00	859 00
Average monthly wages paid male teachers	.....	73 88	.....
" " " " female "	.....	54 91	.....
Valuation of School apparatus	14,666 00	26,959 36	12,293 36
" " " libraries.....	3,605 00	4,136 10	531 10
" " " lots, houses, etc.....	548,472 00	937,371 73	388,899 73

REPORTS OF COUNTY SUPERINTENDENTS.

Ten County Superintendents failed to return their reports to this Department before the expiration of the time allowed by law, the first of October. As late as October 14th, no reports had been received from the counties of Alameda, Del Norte, Marin, Merced, Nevada, Santa Barbara, Sutter, and Yuba. The time allowed the

County Superintendents by law for making out their reports, is one month—from the first of September to the first of October—a length of time, it would seem, amply sufficient for reports so simple.

The Superintendent of Nevada County made his statistical report to this Department about the middle of November, and returned no financial report whatever. Such unnecessary delay and failure deserve the severest censure.

The reports generally presented a marked improvement over those of the previous year; yet quite a number were returned without any "summaries," and many with summaries anything but correct.

There still exists evidence of careless methods of keeping accounts. For instance, in reporting the "balance on hand at the beginning of the school year," September 1st, 1863, only seven Superintendents return the same amount that was reported as balance on hand at the close of the previous year, August 31st, 1863. They all ought, of course, to agree.

In the August No. of the CALIFORNIA TEACHER, in the Department of Public Instruction, a statistical table was published, showing exactly the amount of State School Fund apportioned during the year to each county. Yet, in the face of that official statement, the reports of more than half the County Superintendents failed to give the correct amount, varying, in some instances, hundreds of dollars.

On the reports of some eight or ten County Superintendents, in cases where two, and sometimes three teachers had taught the same school during the year, the separate report of each teacher was entered opposite the name of the district—the total, of course, representing just twice and three times the average statistics. It constitutes an equation of reports by a new method.

The reports of thirteen County Treasurers made the balance on hand at the beginning of the School Year, September 1st, 1863, agree with the balance on hand as reported last year at the close of the year, August 31st, 1863; in the remainder, the differences ranged from a few cents to hundreds of dollars. As the result of this loose way of reporting and book-keeping, in several counties the Superintendents and County Treasurers are disputing about the amount of money due the School Fund; and the more the books are examined, the more inexplicable seem the accounts.

Many Superintendents complain of the loose records and accounts of their immediate predecessors in office; it is to be hoped that their successors will find no opportunity of handing down the tradition.

RECEIPTS AND EXPENDITURES.

The balance on hand at the beginning of the School Year, September 1st, 1863, is reported by the County Superintendents to be $104,889.42. The amount on hand at the close of last year, August 31st, 1863, as shown by the corrected report, made by the State Superintendent from the reports of both Treasurers and Superintendents, was $96,000,—$8,000 less than is reported this year by the County Superintendents as on hand at the beginning of the present year. The same balance was reported last year by the County Superintendents as $110,000, and by the County Treasurers at $117,000; variations so material that the exact amount will undoubtedly remain an "unknown quantity." The amount of State School Fund appointed was $132,217.18,—$13,000 less than the apportionment of 1863, in which, however, was included one semi-annual apportionment of $17,000, which properly belonged to the year 1862; so that the State School Fund really shows an increase of $4,000.

The amount received from city and county taxes is $309,788, or $37,000 less than was raised by such taxes last year.

Does not this fact show that the amendment to the School Law, requiring each county to raise a minimum tax of two dollars per child, was imperatively needed? The number of school children has *increased* ten per cent., and the amount of money raised by county tax has *decreased* ten per cent.! Of the amount raised by city and county taxes, San Francisco reports $116,000.

Sixty-nine districts raised a district tax, for building, or for the support of schools, while last year, only *seventeen* recognized the principle, that property should support the schools.

The amount raised by "district taxes," voted by the people in school-meetings, is $45,313.03, an increase over last year of $36,000. This little item tells of progress in the right direction.

The total amount derived from all sources for the support of schools is reported at $757,000, of which San Francisco claims

$244,000, or about one-third. This amount is equal to eight dollars and seventy cents for each child in the State between four and eighteen years of age; and to $15.50 for each child enrolled on the Public School Registers. Last year the amount was $15.90 for each child enrolled, showing a decrease for the present year of forty cents per child.

In the face of this fact, will any one dare assert that the State School Tax of half a mill on the dollar was levied an hour too soon?

The amount paid to teachers for salaries is shown to be $411,000—an increase of $82,000 over last year.

That the people have been awakened to the necessity of building comfortable and capacious school-houses is shown by the expenditure of $167,000, against $97,000 last year. Quite a number of redwood libels which disgraced the State must have disappeared.

The amount expended for school libraries is double that of last year, but still remains so small that I am ashamed to mention the exact sum. For school apparatus $6,000 was expended—three times the amount of last year. Five times this amount ought to be expended next year. The total expenditure for school purposes is $655,000, leaving a balance on hand at the close of the year, August 31st, 1864, of $101,000.

SCHOOLS.

The total number of schools is eight hundred and thirty-two, of which five are High Schools, forty-four Grammar, four hundred and twenty-four Ungraded, thirty-nine Intermediate, and three hundred and twenty-one Primary. This shows an increase of seventy-eight schools over last year.

The number of High Schools is increased from two to five. San Francisco has two High Schools—an English School for girls, and an English and Classical School for boys. The Sacramento High School is English and Classical, for both sexes. Petaluma, Sonoma County, has a High School Department in connection with the Grammar School.

The average length of time during which schools of the State were kept open is five and nine-tenths months. Last year of ten months, the average was five and four-tenths months, which aver-

age for a full year would be equal to six and five-tenths months. The real increase in the average time during which schools were maintained is four-tenths of a month. The number of schools kept open nine months and, over is two hundred and four—an increase of ninety over last year. The number of *Free Schools* has increased from two hundred and nineteen, to two hundred and fifty-seven—a gain of only thirty-eight schools. At this rate it would take twenty years to make all the schools of the State free schools. In the face of these figures, will any one doubt the need of the law passed by the last Legislature, making it the imperative duty of Trustees to levy a direct property tax for the support of schools in all cases where the State and county fund is not sufficient to maintain a free school five months in the year?

SCHOOL CHILDREN.

The total number of white children in the State between four and eighteen years of age is 86,831, an increase over last year of 8,776. The total number of children and youth under twenty-one years of age is 132,679, of which number 80,714 were born in California. The number of children under four years of age is 41,323. All these will soon be flocking into the school-houses, each one of them a living argument in favor of a State School Tax.

The number of children reported by the Census Marshals as usually attending public schools is 34,175—an increase over last year of 4,759. The total number enrolled on the School Registers during the year, as reported by teachers, is 47,588; but the average number belonging is only 29,061, while the average daily attendance is only 24,704. The number of children attending private schools is 11,359—one-third of the number attending public schools, or one-fourth of all the children in the State who attend school.

The number of white children in the State between six and eighteen years of age, who attend no schools whatever, is TWENTY THOUSAND, EIGHT HUNDRED AND FORTY-SEVEN! *In other words, twenty-four per cent. of all the children in the State between the ages of four and eighteen years are returned by the Census Marshals as* NOT *attending any school!*

Is there not need of a still more liberal provision for public schools? Again, the percentage of enrollment in the public school registers for the whole year is only *fifty-six* per cent. of the whole number in the State, while the average number belonging is only *thirty-four per cent.* and the average daily attendance only *twenty-eight per cent!* In Massachusetts, the percentage of daily attendance on the whole number of children in the State between three and fifteen years of age, is *seventy-six* per cent., and the percentage of enrollment on the whole number is *ninety-five!*

ATTENDANCE.

The percentage of daily attendance on the whole number of children enrolled on the Public School Registers, is *fifty* per cent., and the percentage of daily attendance on the average number belonging is *eighty-one* per cent. Thus by irregular attendance one-fifth of the time is lost and one-fifth of the school money wasted. The average number belonging to school is only *sixty-one* per cent. of the whole number enrolled, showing great irregularity of attendance and that large numbers of children whose names are entered on the registers attend only a very short term.

TEACHERS' WAGES.

The total number of teachers employed during the year is 1,079, of whom 565 were male, and 514 female teachers. The average monthly wages paid to male teachers is $73.88, to female teachers, $54.91—making an average to all teachers of about $64.00 per month. These figures are probably correct; for taking the whole amount paid for teachers' salaries, $411,191.00, and dividing it by the whole number of schools multiplied by the average length of schools, $6\frac{9}{10}$ months, the result is the same, $64.00, nearly. In this computation each class of fifty pupils in San Francisco is considered a school.

As teachers are paid only for the time they are actually employed, and as the average length of schools is $6\frac{9}{10}$ months, the average annual salary of male teachers is $469.00; of female teachers, $379.00; and of all teachers, $424.00.

Dividing the whole amount paid to teachers by the total number employed, 1,079, we find the average amount paid each one to be $381.00 per annum.

The average price of board, taking city and country together, is not less than $25.00 per month, which for the average school term of $6\frac{8}{10}$ months amounts to $172.00. This deducted from $424.00 leaves $252.00 a year, exclusive of board. Deducting $100.00 more for clothing, and there remains the magnificent net income of $152.00 per year—provided the teacher has no traveling expenses and indulges in no luxuries. These figures do not show a very high appreciation of teaching compared with other occupations. Ordinary servant girls command $25.00 per month the year round, exclusive of board; and good ones $30.00 per month, or $360.00 a year. Chinamen get a dollar a day for the lowest kind of menial labor.

It is vain to expect to have an efficient system of schools taught by *cheap teachers*. So long as trustees believe it to be the most important part of their duty to pay the very lowest salary that will keep body and soul together, just so long must half our schools be taught by raw recruits and unfledged pretenders. It is fortunate that the Chinese know but little of our language, otherwise they might be employed as cheap teachers.

The San Francisco teachers are liberally paid; the salaries of female teachers being much higher than in any other part of the United States. The schedule of salaries is as follows:

Principal of High School	$2,500
Male Assistant High School	2,400
Female Assistant High School	1,200
Grammar Master	2,100
Sub-Master	1,500
Head Assistant (Female)	1,000
Principal Primary School (Female)	1,020
Assistants (Female)	800

San Francisco is practicing true economy, for the best teachers are drawn thither and kept in the schools. Neither the time of the children nor the money of the public is wasted.

COUNTY INSTITUTES.

No State Institute was called during the year, the State Superintendent believing the organization of County Institutes to be of more importance and utility. The County Institutes generally were practical and interesting. The amount of money drawn from the County General Fund and appropriated for the aid of these Institutes was $1,332.00; last year the amount was $275.00. The number of teachers who attended them was 261. The number of teachers allowed and paid for their time by Trustees, while in attendance on Institutes, was 148, showing an increase of 62 over last year. This is encouraging, and it is to be hoped that next year no solitary Board of Trustees will be niggardly enough to deduct Institute time from a teacher's wages.

COUNTY TEACHERS' CERTIFICATES.

A County Board of Examination is composed of the County Superintendent and any number of teachers, not less than two, whom he may appoint. These examiners are allowed five dollars each for every session of the Board. The total amount paid from the County School Funds for such services was $1,259.00. The whole number of certificates issued was 673, of which 242 were First Grade, and 431 Second Grade. These certificates cost the State just $1.87 each, yet the provision for paying examiners is eminently an economical one. Examiners feel like doing their duty when they are paid for it. The result of the feeling is manifest in the fact that 139 applicants were examined and *rejected* on account of failures. Notwithstanding this large number of rejected applicants, there are some counties where the examination net never catches even the smallest minnow. A higher standard must be set, and examinations must be made more thorough and searching.

There is not a shadow of doubt that at least ten per cent. of the money expended for salaries, or $40,000.00, was worse than thrown away during the year on incompetent teachers, whose schools amounted to nothing but a waste of time and a crop of bad habits.

So long as incompetent teachers can be found willing to work "cheap," Trustees will employ them; the only remedy for this

squandering of public money rests in the hands of County Boards of Examination. They should set their faces like flints against granting certificates to any except teachers qualified by education, experience, or special training for the profession of teaching.

Self-protection ought to be a sufficient inducement to teachers acting on such boards to do their duty faithfully, as the greater the number of poor teachers set afloat on undeserved certificates, the lower will be the compensation of really good teachers.

The number of temporary certificates issued by County Superintendents, good until the next session of the County Board, was 318. The power to issue such certificates is a great convenience to County Superintendents, but it is a power very liable to run into abuse. I am fully satisfied that more than half the incompetent teachers in our school are let in there through the broad door of temporary certificates. So positive is my conviction on this point, from the evidence of my own observation, that I shall not hesitate to recommend to the next Legislature the repeal of the section conferring the power of granting temporary certificates.

STATE CERTIFICATES.

A session of the State Board of Examination was held in the month of May in San Francisco, at which a comparatively small number of applicants presented themselves. Three State Diplomas were issued; five certificates of the First Grade, one of the Second, and one of the Third—ten applicants rejected.

SCHOOL REGISTERS.

The first edition of 1,200 State School Registers having been exhausted, an improved edition of 500 copies was ordered by the Department. These Registers have been of great value in securing more accurate reports from teachers. Generally they are well kept; but some teachers resolutely defy all attempts to make them keep a systematic record of any thing.

SCHOOL VISITS.

The number of official visits made by County Superintendents is 971, an average of one visit to each school. School Trustees made 3,498 visits, an average of four visits to each school, and just about one visit for each Trustee. It is evident that the schools do not suffer from too rigid supervision. Outsiders seem to have done most of the school visiting, as 13,640 visits are returned made "by other persons."

PROGRESSIVE TEACHERS.

Three hundred and sixty-three teachers, or one-third of the whole number employed, are reported as "subscribers for some Educational Journal." *Fifty-four* teachers failed to make out their reports "according to law." They probably were not included among the "363."

PUBLIC SCHOOL PROPERTY.

The total valuation of lots, school-houses, and furniture, is returned at $937,371.00, an increase over the estimate of last year of $388,000.00. A part of this large increase is owing to the fact that last year in San Francisco the value of school lots was not included in the returns. The value of lots, houses, and furniture in San Francisco, is estimated at $579,190.00, or five-eighths of the whole amount in the State. The estimated value of school apparatus is $21,959.00, of which San Francisco owns $5,000.00 or one-fourth of the whole. The total value of all the public school libraries in the State is $4,136.00, which would give the extravagant average outlay of *five cents* for each census child. I take the liberty of commending the article on School Libraries, published in the December number of the CALIFORNIA TEACHER, to the attention of teachers and Trustees.

NEW SCHOOL-HOUSES.

The most cheering item in the report for the year, is the fact that EIGHTY-FIVE new school-houses have been erected. San Francisco

heads the list with a house which cost $60,000, a wood-cut of which was published in the December number of the CALIFORNIA TEACHER. The bay of San Francisco is environed with a cordon of new school-houses, all neat, commodious, and furnished with good desks.

Such progress in the face of the most disastrous year California has ever experienced, is eloquent of the faith of the people in our system of Public Schools.

STATE NORMAL SCHOOL.

The State Normal School is increasing in numbers, but is still held in a building totally unfit for the purpose. At the close of the year, in June, the graduating class numbered twenty pupils. Since its establishment, one hundred and twenty-six pupils—one hundred and sixteen females, and ten males, have attended the school. The following summary of statistics for the year ending June 30th, 1864, is taken from the report of the Principal to the Board of Trustees:

SUMMARY.

Whole number of counties represented	16
Whole number of pupils	92
Whole number of young ladies	86
Whole number of young gentlemen	6

Alameda sent	5 members.	Placer sent	1 member.
Amador sent	1 member.	Santa Cruz sent	1 member.
Contra Costa sent	2 members.	Santa Clara sent	8 members.
Calaveras sent	1 member.	San Francisco sent	8 members.
El Dorado sent	1 member.	San Mateo sent	2 members.
Lake sent	1 member.	San Joaquin sent	4 members.
Marin sent	1 member.	Solano sent	2 members.
Nevada	1 member.	Sacramento sent	4 members.

Average age of members	17½ years.
Average daily attendance	50
Average daily attendance, first term	38
Average daily attendance, second term	60
Whole number who have entered the school since its organization	126
Number who have taught school previously to entering	25

The following financial statement is made for the fifteenth fiscal year, from July 1st, 1863, to June 30th, 1864:

EXPENDITURES.

To cash paid A. Holmes, Principal, salary, 5 mos. @ $250....	$1,250			
" " " " " 4¾ " 225....	1,064	$2,314	00	
To cash paid A. Holmes, for sundries.....		69	00	
" " H. P. Carlton, salary, 3 mos. @ $250.....	$750			
" " " " 4¾ " 225.....	1,064	1,814	00	
" " M. A. Harris, Female Assistant, salary, 1 month.....		100	00	
" " M. D. Bodwell, " " " 2¾ mos. @ $100		366	60	
" " B. P. Fisher, janitor and carpenter		350	00	
" " H. Burgess, Teacher of Drawing, salary, 3 mos. @ $30		90	00	
" " H. H. Bancroft & Co. for books, maps, chart and apparatus.....		618	37½	
" " A. Parrott, Teacher of Calisthenics and Gymnastics, salary, 3 mos. @ $30.....		90	00	
" " A. Roman & Co. 1 Globe		14	50	
" " Rasche & Son, for rent of Piano		80	00	
" " J. T. Bowers, " "		40	50	
" " N. P. Langland, Janitor		11	40	
" " B. F. Sterett, Printing		32	00	
" " F. Seregni, filling out Diplomas		9	62½	
		$6,000	00	
Amount of State Appropriation		6,000	00	

STATE SERIES OF TEXT-BOOKS.

School Trustees were required at the close of the School Year, to make a special Text-Book Report directly to the Superintendent of Public Instruction. From these reports it appears that at least nine-tenths of the schools have introduced the entire State series. A few schools still retain one or two old text-books, but are only waiting for the promotion of classes to adopt the new. Some fifty districts, mostly in counties where the people suffered most severely from the total failure of the crops, were excused from the penalty of the law, and another year was allowed them for making the change. The change has generally been so gradually made that it has worked no hardship on the people.

A great majority of teachers are well satisfied with the text-books adopted. There are a few, however, wiser in their own conceit than the assembled teachers of the State, who part reluctantly with their own pet books, and manifest a decided hostility to the State series.

It is hardly possible to over-estimate the good results arising

from a uniformity of text-books in our schools. A heterogeneous collection of antiquated and obsolescent books has been superseded by a series adapted to improved methods of teaching and to progressive teachers. The classification has been greatly improved, and a good foundation laid for adopting a "Course of Study for Ungraded Schools" throughout the whole State. In several counties committees of teachers are already engaged on this most important measure.

A few brief comments on the books in use will not be out of place in this brief report.

Readers and Spellers.—Willson's Readers and Spellers have stood the test of the schoolroom, and have exceeded the most sanguine expectations of those who favored their adoption. A few fossil teachers, of the Old Red Sandstone formation, sigh for the old English Reader, and other old readers, number without number, which existed in a past educational epoch; but the great majority are fully satisfied that Willson's Readers mark a new era in common school instruction. By the children, whose keen perceptions, unbiased by prejudices, often lead to the very best conclusion, these readers have been hailed with universal delight. The Primary Speller is equally popular, and in very general use. The Larger Speller, just published, will be generally introduced next year. Willson's Charts are extensively used, and in many schools, constitute the entire equipment of "apparatus."

Arithmetic.—Eaton's Arithmetic, which, at the time of its adoption, was new to most teachers in the State, and consequently naturally viewed with suspicion, has been steadily growing in favor, and now meets the unqualified approval of a great majority of our best teachers. It is plain, simple, concise, and admirably adapted to the wants of ungraded schools. Eaton's New Mental Arithmetic, designed to follow the Primary, has just been published, and will be introduced during the next year. It is a book which will not disappoint the expectations of its friends. One of its important features is the full and comprehensive elementary examples in written arithmetic, a feature which will commend it to many teachers who have long felt the need of combining, to some extent, mental arithmetic, and elementary written arithmetic.

Grammar.—Teachers cling more pertinaciously to their familiar

text-books on grammar than in any other study. As might have been expected, complaints not a few, have been entered against Quackenbos' Grammar, a new book, familiar to few, and without the prestige of usage. In some cases teachers have failed in using the book because they have placed it in the hands of beginners—little boys and girls who were learning the first elements of language. This was the *abuse*, not the *use* of the text-book. They forgot that in the State series, Greene's Introduction is made to precede the higher work of Quackenbos. In half the ungraded schools no higher text-book than Greene's ought to be used. My opinion is very positive that teachers should exercise common sense, and not charge against text-books the evils arising from their own lack of judgment.

Geography.—Allen's Primary Geography is very popular among the children, and ought always to precede Cornell's Primary. In too many schools, Cornell's Primary is used in classes which ought to have Allen's; and Warren's Intermediate is used by pupils who ought to study Cornell's Primary. There is a fancy for lumbering children with books bigger than they can carry. Not unfrequently I have seen girls twelve years old studying Cornell's High School Geography—a book which many teachers, and the State Board in particular, consider too cumbersome for use in any public school, Primary, Grammar, or High. Shaw and Allen's Comprehensive Geography, just published, is an invaluable book for teachers and for advanced classes. It bears the same relation to higher geographies that Allen's Primary bears to the old fashioned primary skeletons of towns and rivers.

History of the United States.—The whole number of pupils reported as having studied the History of the United States, is 2,384. By Act of March 22d, 1864, History of the United States is required to be pursued as a regular school study in all schools above the grade of Primary. Quackenbos' History, adopted in the State series, is well adapted to ungraded schools, and is well liked by both teachers and pupils.

Physiology and Hygiene.—By Act of March 22d, 1864, Physiology and Hygiene is required to be studied in all schools above the grade of Primary. The number of pupils reported as having pursued this important branch of school education is 1,472, of which

San Francisco reports five hundred and twenty-five. Hooker's First Book in Physiology, and Hooker's Larger, have been adopted by the State Board of Education. The Board of Normal School Trustees have recognized the importance of this study by purchasing, at a heavy expense, one of the first manikins ever imported into the United States, and by making arrangements for full courses of lectures on Physiology and Hygiene in the State Normal School. Teachers who "cannot find time" to teach Physiology and History in school, will do well to bear in mind that the law is imperative; and County Superintendents are reminded that it is their duty to see that the law is carried into effect.

Drawing.—Except in a few city schools, drawing, either on the slate or blackboard, or with pencil and paper, is utterly unknown. In San Francisco, drawing is taught as a regular branch of school study. Its importance is self-evident except to those who make arithmetic the great end and object of a common school education.

Penmanship.—In many ungraded schools in the State instruction in penmanship is so poor that that it hardly deserves the name of teaching. The subject demands the immediate attention of County Superintendents and County Institutes. It matters but little whose "system" of penmanship is used, provided it be taught systematically and effectually.

COUNTY SCHOOL TAX.

A statistical table in connection with this report exhibits the amount per child raised by tax in each county. Sacramento, city and county together, heads the list, having raised six dollars and fifty-nine cents per child. San Francisco raised only six dollars and nineteen cents; but the rate of school-tax was reduced in consideration of the transfer of $60,000 from the General Fund to the School Fund. This amount added to the city and county tax will make nine dollars and fifty-nine cents, placing the city at the head of the list. Last year the amount per child was $11.90. Merced stands second on the list, having raised six dollars and thirty cents per child; but as the number of children is only two hundred and fifty-six, the amount at that rate is not very large. Yuba, Tehama, Trinity, San Mateo, San Joaquin, El Dorado, Klamath, and Sierra,

in addition to Sacramento, Merced, and San Francisco, raised over four dollars per child. Seven counties raised between three and four dollars per child, and four counties, between two and three dollars. Fifteen counties raised more than one, and less than two dollars. Eight counties raised less than one dollar, and Santa Barbara County, only *forty-eight cents* per child. Sonoma, one of the wealthiest counties in the State, with sixty school districts, and one-fourth as many children as San Francisco, raised only the miserable pittance of *seventy-four cents* per child! Santa Clara County, with 4,300 children, raised only *one dollar and thirty-one cents* per child!

Does not this table prove conclusively the wisdom of the Act of March 22d, 1864, *compelling each county to levy a minimum tax, equal at least to two dollars for each child between four and eighteen years of age!* The importance of this law will be seen from the fact that *twenty-three* counties raised less than this amount during the fifteenth fiscal year ending June 30th, 1864. Whether all these twenty-three counties complied with the law in levying the school-tax for the sixteenth fiscal year, remains to be seen. If the County Superintendents did their duty by calling the attention of Supervisors and Auditors to the law, the assessment was probably made; but there is good reason for believing that in quite a number of counties, neither Superintendents, Supervisors, nor Auditors, condescended to trouble themselves about the law. In such counties it would be advisable for teachers or citizens who are interested in schools, before the tax for the next fiscal year is levied, to compel the Supervisors and Auditors to comply with the law. Most unfortunately the section making the penalty for non-compliance with the law a forfeiture of the State apportionment of the School Fund, was stricken out of the original School Bill by its enemies in the Senate.

AMENDMENTS TO THE SCHOOL LAW.

The principal amendments and new provisions to the School Law made by Act of March 22d, 1864, are as follows:

1st. *Levying an annual State school tax of five cents on each hundred dollars of taxable property in the State, to be apportioned in the same manner as the Interest of the State School Fund.*

2d. *Requiring each county to levy a minimum county school tax equal to two dollars for each child between four and eighteen years of age.*

3d. *Raising the maximum rate of county tax allowed by law from twenty-five cents to thirty cents on each one hundred dollars.*

4th. *Making it the imperative duty of Public School Trustees to levy a direct property tax sufficient to maintain a public school five months in each year, whenever the State and county school money shall be insufficient for that purpose.*

5th. *Authorizing County Superintendents to subscribe for a sufficient number of copies of some State Educational Journal to furnish each Board of School Trustees in the State with one copy, at an expense not exceeding one dollar a year.*

6th. *Allowing County Superintendents a sum for postage and expressage, equal to two dollars for each school district.*

7th. *Requiring History of the United States, and Physiology and Hygiene to be studied in all the schools above the grade of Primary.*

8th. *Relating to the sub-division of school districts.*

THE CALIFORNIA TEACHER.

This State Educational Journal was published by the resident editors elected by the Teachers' Institute in May, 1863, for the year ending June 30th, 1864, at an expense of $1,404, while the total receipts amount to $1,327.10—leaving a minus balance of $76.90, which was divided equally among the three resident editors as a penalty for editorial amusements. The only expenses incurred were the bills of Towne & Bacon, for printing and binding,—all the work of mailing being done by the resident editors.

Since July, 1864, in accordance with the Act of March 22d, 1864, the TEACHER has been furnished to each Board of School Trustees in the State, seven hundred and fifty in all, at the usual subscription price, one dollar. Owing to the high cost of paper, the subscription price of one dollar is less than the cost of paper and printing, and the editors are enabled to continue the journal only by the liberal advertisements of its friends and the generous aid of the Board of Education of the City of San Francisco.

The journal has already saved the Department of Public Instruction more than the entire cost of the county subscriptions. It has proved a most convenient medium of official communication with school officers and teachers.

DEPARTMENT OF PUBLIC INSTRUCTION.

Reports.—By order of the Legislature, 4,600 copies of the Annual Report of the Superintendent of Public Instruction were printed, of which number 2,000 were allowed the Superintendent for distribution among school officers and teachers. Copies have been sent to the State Superintendents of all the loyal States; to the City Superintendents of all the larger cities; to the various public libraries in the United States, and to the Departments of Instruction in Canada, France, and England.

A new edition of the School Law, of 3,000 copies, was issued and distributed, embracing the amendments made at the last session of the Legislature. Some improvement has been made in the forms and blanks used by school officers and teachers.

WORK FOR THE YEAR.

In compliance with the law requiring the Superintendent to act as traveling agent during at least four months in the year, I have visited schools and lectured a part of the time during each of the twelve months in the year. I have attended Teachers' Institutes in the following counties, usually remaining through the entire session: Napa, Amador, Calaveras, Alameda, San Joaquin, Placer, Sacramento, and Contra Costa. It has been impossible for me to visit any except the larger and more central counties, from the fact that my office-work has been of a character which has rendered a long absence impossible. My duties as one of the Executive Committee, and as Treasurer and Secretary of the State Normal School, require both time and attention. No small share of the work on the CALIFORNIA TEACHER necessarily falls upon the State Superintendent; innumerable letters on points of school law cannot well be answered by a clerk; orders from the interior for school furniture, maps, and charts, must receive prompt attention; teachers must be

sent out with letters of introduction to the Trustees, who make the Superintendent's office a general employment office. All these duties combined make more than enough to keep the Superintendent occupied without traveling at all. I have been thus specific about duties because complaint has been made, in some parts of the State, that the Superintendent has failed to visit the schools. My own convenience, business, and health have been of secondary importance to the work of my office; and, under the multiplicity of duties imposed upon the State Superintendent, any failure to visit every district school, and lecture in every school-house, would not be surprising to reasonable men.

OFFICE APPROPRIATIONS.

Statement of the expenditures of appropriations made to the Office of Superintendent of Public Instruction, Fifteenth Fiscal Year, ending June 30th, 1864:

	Amount of Appropriation.	Amount Expended.	Balance unexpended.
Rent of Office	$ 450 00	$450 00	$ 00 00
Postage and Expressage	800 00	790 35	9 65
Stationery, Lights, and Fuel	200 00	198 00	2 00
Traveling Expenses	1,000 00	709 00	291 00
Contingent Expenses	50 00	50 00	00 00

Appropriations for the Sixteenth Fiscal Year, ending June 30th, 1865:

Rent of Office	$ 500 00	Contingent Expenses	$ 250 00
Postage and Expressage	800 00	Salary Supt. Public Instruct.	3,000 00
Stationery, Lights, and Fuel	200 00	Salary of Clerk	1,800 00
Traveling Expenses	1,000 00		

CONCLUSION.

The past year has been a particularly disastrous one for California. An unparalleled drought fell with equal severity on the two great sources of wealth, mining and agriculture. In many of the farming counties the people have been compelled to struggle for a bare subsistence, and thousands of claims in the mining counties have remained unworked for nearly two years. More destructive even than the lack of rain, the mania for speculations in mining

stock has swept over the State, reducing many to poverty, and unfitting thousands for the steady industrial pursuits which yield slow but sure gains. It is encouraging to find that, even if the schools have made but little advancement, they have not lost ground. Their real progress is not shown by the statistical tables. The employment of better teachers, the use of better text-books, the circulation of school documents, a deeper interest on the part of parents, and a more positive public opinion in their favor, have made the schools far more effective, even though little more money has been expended.

Next year, if the State is blessed with a season of ordinary prosperity, with an increased revenue from taxation, I am confident that the Public Schools will show an advancement which will fully equal the expectations of the most sanguine.

JOHN SWETT,

Superintendent of Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION,
San Francisco, Dec. 1, 1864.

TABLE I.

STATISTICAL TABLE SHOWING THE TOTAL AMOUNT OF STATE SCHOOL FUND APPORTIONED TO COUNTIES FOR THE SCHOOL YEAR ENDING AUGUST 31ST, 1864.

COUNTIES.	January Apportionment, 58 cents per child.	July Apportionment, $1.14 per child.	Total State Apportionment Year ending August 31st, 1864, $1.72 per child.
Alameda	$1,215 10	$2,443 02	$3,658 12
Amador	1,087 50	2,137 50	3,225 00
Butte	974 40	1,963 08	2,937 48
Calaveras	1,322 98	2,600 34	3,923 32
Colusa	259 26	509 58	768 84
Contra Costa	932 06	1,831 98	2,764 04
Del Norte	80 04	157 32	237 36
El Dorado	1,669 82	3,282 06	4,951 88
Fresno	18 56	36 48	55 04
Humboldt	406 00	798 00	1,204 00
Klamath	46 98	92 34	139 32
Lake	150 80	296 40	447 20
Los Angeles	1,376 34	2,705 22	4,081 56
Marin	464 00	826 50	1,290 50
Mariposa	497 64	978 12	1,475 76
Mendocino	457 04	898 32	1,355 36
Merced	160 08	314 64	474 72
Monterey	877 54	1,822 86	2,700 40
Napa	687 88	1,352 04	2,039 92
Nevada	1,270 20	2,616 30	3,886 50
Placer	1,107 22	2,176 26	3,283 48
Plumas	298 12	585 96	884 08
Sacramento	2,615 80	5,141 40	7,757 20
San Bernardino	621 76	1,222 08	1,843 84
San Diego	201 84	396 72	598 56
San Francisco	9,412 24	18,499 92	27,912 16
San Joaquin	1,816 56	3,570 48	5,387 04
San Luis Obispo	424 56	834 48	1,259 04
San Mateo	468 06	919 98	1,388 04
Santa Barbara	476 18	935 94	1,412 12
Santa Clara	2,344 94	4,609 02	6,953 96
Santa Cruz	928 00	1,824 00	2,752 00
Shasta	532 44	1,046 52	1,578 96
Sierra	598 56	1,187 88	1,786 44
Siskiyou	457 04	898 32	1,355 36
Solano	1,256 28	2,474 94	3,731 22
Sonoma	2,231 26	4,385 58	6,616 84
Stanislaus	287 68	565 44	853 12
Sutter	407 77	1,084 14	1,491 88
Tehama	331 18	650 94	982 12
Trinity	94 54	185 82	280 36
Tulare	484 88	953 04	1,437 92
Tuolumne	1,068 36	2,099 88	3,168 24
Yolo	881 60	1,732 80	2,614 40
Yuba	1,103 74	2,169 42	3,273 16
Totals	$44,404 80	$87,813 06	$132,217 86

TABLE II.

STATISTICAL TABLE SHOWING THE RECEIPTS AND EXPENDITURES OF THE PUBLIC SCHOOLS IN EACH COUNTY FOR THE YEAR ENDING AUG. 31ST, 1864.

COUNTIES.	Receipts....	Exp'ditures.	Balance on hand Aug. 31st, 1864.
Alameda	$29,032 90	$28,477 75	$ 555 15
Alpine	.....	.....	.....
Amador	14,693 05	13,743 51	949 54
Butte	14,841 03	9,749 61	5,091 42
Calaveras	15,575 01	11,472 60	4,102 41
Colusa	4,512 07	2,527 90	1,984 17
Contra Costa	13,622 45	11,585 61	2,036 84
Del Norte	1,970 72	1,830 98	139 74
El Dorado	28,172 89	26,669 56	1,503 33
Fresno	484 26	163 00	321 26
Humboldt	4,841 51	3,636 37	1,205 14
Klamath	507 10	487 50	19 60
Lake	1,880 73	1,502 42	378 31
Lassen	2,158 72	2,158 72	.....
Los Angeles	14,514 71	8,727 59	5,787 12
Marin	4,556 23	4,329 64	226 59
Mariposa	5,415 76	4,406 85	1,008 91
Mendocino	5,737 79	4,874 21	863 58
Merced	2,088 58	1,783 84	304 74
Mono	.....	.....	.....
Monterey	8,910 93	7,035 37	1,875 56
Napa	10,137 83	8,549 50	1,588 33
Nevada	15,910 83	15,322 10	588 73
Placer	20,911 17	17,451 64	3,369 53
Plumas	3,519 57	3,218 44	301 13
Sacramento	48,391 62	43,265 26	5,126 36
San Bernardino	3,843 74	2,867 62	976 12
San Diego	1,387 33	665 75	721 58
San Francisco	244,447 28	228,411 87	16,035 41
San Joaquin	31,834 01	28,132 10	3,701 91
San Luis Obispo	2,482 98	1,433 00	1,049 98
San Mateo	11,335 30	8,756 78	2,578 52
Santa Barbara	4,648 07	3,373 92	1,274 15
Santa Clara	36,527 23	29,983 65	6,543 58
Santa Cruz	13,178 70	11,799 95	1,378 75
Shasta	5,694 53	4,946 27	748 26
Sierra	11,230 68	8,454 46	2,776 22
Siskiyou	7,549 60	5,922 21	1,627 39
Solano	18,338 51	15,258 33	3,080 18
Sonoma	27,072 33	22,264 12	4,808 21
Stanislaus	3,232 95	2,549 22	683 73
Sutter	4,042 23	4,042 23	.....
Tehama	6,418 11	4,504 32	1,913 79
Trinity	3,198 24	2,950 55	247 69
Tulare	3,322 74	2,868 19	454 55
Tuolumne	9,301 68	8,116 05	1,185 63
Yolo	11,600 37	10,801 39	798 98
Yuba	23,924 93	14,127 91	9,797 02
Totals	$756,999 00	$655,198 86	$101,800 14

TABLE III.

STATISTICAL TABLE SHOWING THE NUMBER OF CHILDREN BETWEEN 4 AND 18 YEARS OF AGE, THE AVERAGE NUMBER BELONGING, AND AVERAGE DAILY ATTENDANCE, FOR THE YEAR ENDING AUGUST 31ST, 1864.

COUNTIES.	Total No. of white Children between 4 and 18 yrs of age.	Average No. belonging to Pub. Schools.	Average daily attendance.
Alameda	2,533	640	473
Alpine	278	32	32
Amador	2,365	768	648
Butte	1,876	717	619
Calaveras	2,470	630	265
Colusa	460	187	161
Contra Costa	1,726	604	517
Del Norte	163	158	140
El Dorado	2,909	1,291	1,052
Fresno	141	36	28
Humboldt	761	327	278
Klamath	55	24	23
Lake	599	231	196
Lassen	328	88	78
Los Angeles	2,304	362	323
Marin	771	286	244
Mariposa	908	282	253
Mendocino	954	378	317
Merced	256	115	93
Mono	.....	.....	.....
Monterey	1,588	335	281
Napa	1,415	465	397
Nevada	2,769	800	742
Placer	1,939	1,100	965
Plumas	427	88	72
Sacramento	4,859	2,014	1,702
San Bernardino	1,085	302	232
San Diego	371	42	28
San Francisco	18,748	5,889	5,229
San Joaquin	3,509	1,613	1,357
San Luis Obispo	896	59	49
San Mateo	924	314	268
Santa Barbara	1,370	47	38
Santa Clara	4,370	1,348	1,174
Santa Cruz	1,779	501	450
Shasta	932	407	354
Sierra	1,035	450	406
Siskiyou	884	343	301
Solano	2,456	817	710
Sonoma	4,536	1,805	1,553
Stanislaus	488	142	106
Sutter	1,125	486	394
Tehama	630	247	181
Trinity	367	192	168
Tulare	924	181	159
Tuolumne	2,124	619	549
Yolo	1,412	642	554
Yuba	2,012	657	545
Totals	86,821	29,061	24,794

TABLE IV.

Counties.	Whole No. of schools.	Whole No. of School Districts.	No. of new scho'l-houses erected.	Whole No. of Teachers.	No. of schools maintain'd 9 mo's & over.	Rate County School Tax on each $100
Alameda	24	23	6	39	10	·20
Alpine	1	3	.....	4	.....	....
Amador	29	25	3	40	5	·20
Butte	28	27	2	35	2	·20
Calaveras	21	19	1	20	7	·10
Colusa	11	15	.....	11	2	·10
Contra Costa	23	20	1	24	5	·20
Del Norte	3	3	2	5	1	·10
El Dorado	45	39	4	53	11	·25
Fresno	2	5	2	5	.....	·05
Humboldt	12	11	2	12	.....	·15
Klamath	1	1	.....	2	.....	....
Lake	7	7	1	7	.....	·20
Lassen	2	5	2	4	.....	·12
Los Angeles	11	8	3	14	5	·23
Marin	13	12	.....	13	2	·20
Mariposa	10	9	.....	10	.....	·10
Mendocino	16	15	3	19	1	·10
Merced	5	4	.....	6	.....	·20
Mono	.....	.....	.....	.....	.....	....
Monterey	10	10	1	13	4	·25
Napa	18	18	.....	23	2	·12
Nevada	26	21	3	28	8	·20
Placer	30	31	7	41	7	·20
Plumas	4	4	.....	5	2	·09
Sacramento	54	42	.....	73	27	·20
San Bernardino	10	9	.....	9	.....	·15
San Diego	1	1	.....	1	.....	·10
San Francisco	24	12	.....	132	24	·35
San Joaquin	55	53	4	55	15	·23
San Luis Obispo	2	2	.....	2	2	·30
San Mateo	11	10	2	18	5	·15
Santa Barbara	4	3	.....	5	2	·10
Santa Clara	47	40	7	42	21	·10
Santa Cruz	14	12	4	16	5	·25
Shasta	19	21	.....	16	.....	·18
Sierra	17	16	1	24	2	·15
Siskiyou	17	15	2	18	1	·16
Solano	25	24	1	30	3	·15
Sonoma	61	58	6	78	3	·10
Stanislaus	7	8	1	8	1	·05
Sutter	25	20	8	14	2	·15
Tehama	10	10	1	11	1	·15
Trinity	9	8	2	9	.....	·20
Tulare	6	3	1	9	.....	·05
Tuolumne	12	11	.....	16	4	·10
Yolo	25	23	1	34	5	·15
Yuba	27	23	1	26	7	·10
Total	832	759	85	1,079	204	

TABLE V.

List of Acting Superintendents of Public Schools, 1864–5.

Counties.	Superintendents.	Post-Office Address.
Alameda	B. N. Seymour	Alvarado
Alpine	L. S. Greenlaw	Silver Mountain
Amador	D. Townsend	Volcano
Butte	Isaac Upham	Oroville
Calaveras	W. C. Mosher	Mokelumne Hill
Colusa	J. C. Addington	Colusa
Contra Costa	H. R. Avery	Pacheco
Del Norte	R. J. McLellan	Crescent City
El Dorado	S. A. Penwell	Placerville
Fresno	S. H. Hill	Scottsburg
Humboldt	W. S. Jones	Humboldt
Klamath	E. Lee	Sawyer's Bar
Lake	Thomas H. Sleeper	Upper Lake
Lassen	Wm. J. Young	Susanville
Los Angeles	L. J. Rose	Los Angeles
Marin	J. W. Zuver	Tomales
Mariposa	James R. McCready	Mariposa
Mendocino	J. L. Broaddus	Ukiah
Merced	R. B. Huey	Snelling
Mono		
Monterey	W. M. R. Parker	Monterey
Napa	Alfred Higbie	Napa
Nevada	M. S. Deal	Nevada
Placer	A. H. Goodrich	Auburn
Plumas	A. S. Titus	Quincy
Sacramento	Sparrow Smith	Sacramento
San Bernardino	Wm. S. Clarke	San Bernardino
San Diego	José M. Estudillo	San Diego
San Francisco	George Tait	San Francisco
San Joaquin	Melville Cottle	Stockton
San Luis Obispo	Alex. Murray	San Luis Obispo
San Mateo	W. C. Crook	Redwood City
Santa Barbara	A. B. Thompson	Santa Barbara
Santa Clara	Wesley Tonner	San José
Santa Cruz	P. Y. Cool	Santa Cruz
Shasta	John J. Comny	Shasta
Sierra	W. C. Pond	Downieville
Siskiyou	Thomas N. Stone	Yreka
Solano	G. W. Simonton	Vallejo
Sonoma	Chas. G. Ames	Santa Rosa
Stanislaus	Geo. W. Schell	Knight's Ferry
Sutter	N. Furlong	Nicolaus
Tehama	W. H. Bahney	Red Bluff
Trinity	David E. Gordon	Weaverville
Tulare	M. S. Merrill	Visalia
Tuolumne	John Graham	Columbia
Yolo	Henry Gaddis	Cacheville
Yuba	W. C. Belcher	Marysville

TABLE VI

SHOWING THE AMOUNT RAISED BY COUNTY SCHOOL TAX IN EACH COUNTY, FOR EACH CHILD BETWEEN 4 AND 18 YEARS OF AGE, FOR THE SCHOOL YEAR ENDING AUGUST 31ST, 1864.

Counties.	Am'ts.	Counties.	Am'ts.
Sacramento City and County	$6 59	Mariposa	$1 92
Merced	6 30	Del Norte	1 92
San Francisco City and County	6 19	Napa	1 89
Yuba	5 52	Stanislaus	1 80
Tehama	4 98	Amador	1 77
Trinity	4 66	Contra Costa	1 69
San Mateo	4 50	Shasta	1 57
San Joaquin	4 45	Sutter	1 42
El Dorado	4 27	Plumas	1 41
Klamath	4 17	Santa Cruz	1 37
Sierra	4 07	Santa Clara	1 31
Colusa	3 42	Tulare	1 30
Placer	3 37	Mendocino	1 13
Los Angeles	3 33	Tuolumne	1 13
Marin	3 33	Calaveras	95
Butte	3 24	San Diego	88
Siskiyou	3 14	Sonoma	74
Alameda	3 10	Lake	69
Humboldt	2 67	San Luis Obispo	56
Yolo	2 62	Lassen	51
Monterey	2 21	San Bernardino	51
Nevada	2 01	Santa Barbara	48
Solano	1 97		

TABLE VII.

SEMI-ANNUAL APPORTIONMENT OF STATE SCHOOL FUND, JANUARY, 1865.

COUNTIES.	No. of Children.	January Apportionment, $1.17 per Child.
Alameda	2,533	$ 2,963 61
Alpine	278	325 26
Amador	2,208	2,583 36
Butte	1,876	2,194 92
Calaveras	2,470	2,889 90
Colusa	431	504 27
Contra Costa	1,687	1,973 79
Del Norte	163	190 71
El Dorado	2,909	3,403 53
Fresno	141	164 97
Humboldt	761	890 37
Klamath	55	64 35
Lake	599	700 83
Lassen	328	383 76
Los Angeles	2,304	2,695 68
Marin	722	844 74
Mariposa	908	1,062 36
Mendocino	954	1,116 18
Merced	256	299 52
Mono	.....	.....
Monterey	1,588	1,857 96
Napa	1,415	1,655 55
Nevada	2,769	3,239 73
Placer	1,939	2,268 63
Plumas	427	499 59
Sacramento	4,859	5,685 03
San Bernardino	1,085	1,269 45
San Diego	371	434 07
San Francisco	18,748	21,935 16
San Joaquin	3,509	4,105 53
San Luis Obispo	896	1,048 32
San Mateo	924	1,081 08
Santa Barbara	1,370	1,602 90
Santa Clara	4,370	5,112 90
Santa Cruz	1,779	2,081 43
Shasta	909	1,063 53
Sierra	1,035	1,210 95
Siskiyou	884	1,034 28
Solano	2,456	2,873 52
Sonoma	4,536	5,307 12
Stanislaus	488	570 96
Sutter	1,125	1,316 25
Tehama	630	737 10
Trinity	367	429 39
Tulare	924	1,081 08
Tuolumne	2,124	2,485 08
Yolo	1,412	1,652 04
Yuba	1,982	2,318 94
Totals	86,504	$101,209 68

Supplementary Apportionment to Santa Barbara County, $872.04. Total, $102,081.72.

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The most extensive and perfect series published in this country.—*Mass. Teacher.*

Will all who read these notices send for these Charts and *use them?* If you do, our word for it, you will bless us for penning these lines.—*R. I. Schoolmaster.*

We shall be glad to see these Charts in every school-house in the land.—*Connecticut School Journal.*

The most attractive and beautiful school charts ever published We are not afraid of praising the Charts and Manual too highly. *Maine Teacher.*

We have seen nothing in the shape of school charts so beautiful and valuable as these. The Manual is a work of great merit —*Ohio Educational Monthly.*

A school-room with these twenty-two Charts suspended on the walls is converted from what is too often a prison of dreariness to a picture-gallery of childish delights. *Indiana School Journal.*

A good work, suited to the times, and very successful in effecting the object aimed at.—*Pennsylvania School Journal.*

There has been nothing published in the educational line for years that, to our mind, is such a means of conveying knowledge as these Charts and the Manual that accompany them.—*Iowa Instructor.*

The truest expression of the principles of Pestalozzi that has yet been made. There is an energy and naturalness in Prof. Willson's methods which are wanting in some of the foreign works. The Charts and Manual promise to introduce a new era in primary and common school education.—*New York Teacher.*

The most beautiful American publications of the kind we have seen, and the most completely adapted to the "Object" method of instruction.—*Illinois Teacher.*

We desire, very positively, to commend Willson's Manual to parents and teachers. It should be in the living room of every family where there are children; it should be read by every parent, and carefully studied by every teacher who aims to succeed in his or her profession.—*Chicago Post.*

What Leading Educators say of Them.

Willson's Manual furnishes more substantial aid to teachers in arranging and filling out a systematic course of object lessons than any other work that has yet been issued. I expected much from the Charts, but was not prepared for anything so elaborate and complete —*W. H. Wells, Supt. Public Instruction, Chicago.*

I highly approve of the design and execution of these Charts and Manual.—*S. S. Randall, Supt. Pub. Instruction, New York City.*

These Charts, now in use in the Normal School of New Jersey, are already regarded by our primary teachers as a necessity.—*Wm. F. Phelps, Principal N. J. State Normal School.*

The demand for means of illustration and aids in object teaching is happily met by these Charts and Manual.—*David N. Camp, Supt. Connecticut Schools.*

I am so well pleased with these Charts and the Manual that I shall use them constantly in my own family.—*Richard Edwards, Prin. Illinois State Normal School.*

In the preparation of these Charts and Manual you have done a great and good work for the cause of school and home education in America.—*J. L. Tracy, Assistant Superintendent of Pub. Instruction of Missouri.*

I am delighted with the "School and Family Charts" and the accompanying "Manual." I desire to make the Charts the basis of my talks on Object-Lessons at the Educational Conventions which I am holding.—*E. P. Weston, Superintendent of Schools of Maine.*

They are the most complete of any Primary School Charts I have yet seen.—*J. M. Gregory, Supt. Pub. Instruction of Michigan.*

I have shown your "School and Family Charts" to our Board of Education, and every one is delighted with them. No such charts have ever before been published in any country.—*George W. Minns, Principal of Normal School, San Francisco.*

The "School and Family Charts" are the *cheapest* and *best* we have seen. We could not *well* do without them.—*J. V. Montgomery, Principal Penn. State Model School.*

Published by HARPER & BROTHERS, Franklin Square, New York.

[For the California Teacher.]

GEOGRAPHY OF CALIFORNIA.

[CONCLUDED FROM FEBRUARY NO.]

STATE GOVERNMENT.

Legislative Department.

Senate—composed of forty members, elected by the people for four years.

Assembly—composed of eighty members, elected by the people for two years.

The Legislature meets biennially.

Judicial Department.

Supreme Court consists of five Judges, elected by the people for ten years. Each Judge serves eight years as Associate, and the remaining two, as Chief Justice.

Judges of the Supreme Court—O. L. Shafter, Lorenzo Sawyer, S. W. Anderson, John Curry, and A. L. Rhodes.

There are fifteen judicial districts. Each District Judge is elected by the people for six years.

Executive Department.

Governor—F. F. Low. Elected by the people for four years. The Governor signs or vetoes all bills passed by the Legislature, executes the laws of the State, and is Commander in Chief of the State Militia.

Lieutenant Governor—T. N. Machin. Elected by the people for four years. The Lieutenant Governor presides over the Senate, and takes the Governor's place in case of his death or other disability.

Secretary of State—B. B. Redding.

Controller—G. Oulton.

Treasurer—R. Pacheco. Receives and disburses all State Funds.

Attorney General—J. G. McCullough. Defends the State in the Courts against all adverse parties.

Superintendent of Public Instruction—John Swett. Apportions State School Fund among the counties. Reports to the Governor the condition and statistics of the schools throughout the State. Prescribes the details of the State school system. Lectures

through the State, and confers with and advises County Superintendents.

Surveyor General—J. F. Houghton.

Representation in Congress.

United States Senators—James A. McDougal and John Conness. Elected by the State Legislature for six years.

Members of Congress—Wm. Higby, D. C. McRuer, and John Bidwell. Elected by the people for two years.

HISTORY.

Visited by Cabrillo in 1542; he named Cape Mendocino after Mendoza, then Viceroy of Mexico. Sir Francis Drake landed in 1579, and called the country New Albion.

The Spaniards founded the first of twenty-one missions at San Diego in 1769.

The Bay of San Francisco was discovered by Father Junipero, in 1769. It was so called in honor of St. Francis, the patron saint of the order of the discoverer.

The Mission of San Francisco was founded in 1776.

During the war with Mexico, California was occupied by United States forces, and governed successively by Com. Sloat, Com. Stockton, John C. Fremont, Gen. Kearny, Col. Mason, and Gen. Bennet Riley. At the conclusion of the war, the country passed into the possession of the United States, and, in 1850, was admitted into the Union as a State—as part of the Compromise measures of that year.

GOVERNORS UNDER THE STATE CONSTITUTION.

Peter H. Burnett, John McDougal, John Bigler, J. Neely Johnson, J. B. Weller, M. S. Latham, John G. Downey, Leland Stanford, and F. F. Low.

CONSTITUTION OF CALIFORNIA.

The Constitution of California commences with the following words: "We, the people of California, grateful to Almighty God, for our freedom, in order to secure its blessings, do establish this Constitution." It declares that—

All men are by nature free, and have certain rights;

All political power belongs to the people;

Government is instituted for the benefit of the people, who have the right to alter or reform it, if desirable;

The right of trial by jury shall be inviolate forever;

Freedom in religious matters shall be forever secure to the people of this State; but liberty of conscience shall not excuse acts in violation of God's moral law;

The privilege of the writ of *habeas corpus* shall not be suspended unless in case of rebellion or invasion;

Excessive fines shall not be imposed, neither shall cruel nor unusual punishment be inflicted;

No person shall be tried twice for the same offense;

No law shall be passed to restrain the liberty of speech or of the press;

The military shall be subordinate to the civil power;

No standing army shall be kept up in time of peace;

No person shall be imprisoned for debt;

No *ex post facto* law shall be passed;

Neither slavery nor involuntary servitude, unless for the punishment of crime, shall ever be tolerated in this State;

Treason against the State shall consist in levying war against it, adhering to its enemies, or giving them aid and comfort.

It decrees the right of suffrage, creates the three departments of the Government and defines each, limits the contraction of debts, provides for general education, and prescribes the manner in which itself may be amended.

MISCELLANEOUS.

The deposits of metal in California are found generally along the base and foot-hills of the sierras and in the beds of the rivers and their branches.

The agricultural districts are situated principally in the Valley of the Sacramento and a long strip of land between the Coast Mountains and the ocean.

The National Government has a Navy Yard at Mare Island in Solano County, and has established fortifications at Camp Lincoln in Del Norte County, at San Diego Harbor, at the Golden Gate, and on Alcatraz Island.

The celebrated Grove of Big Trees is in Calaveras County. It

contains trees one hundred feet in circumference and three hundred feet high.

The big trees and redwood trees are peculiar to California. The redwood trees are found *only* in the Foggy Region.

In Tulare County trees have been found larger than those in the celebrated grove.

There is a cave in El Dorado County called the Alabaster Cave.

There are several caves in Siskiyou; one over nine hundred feet long and magnificently arched.

In Lake County a small lake has been found, near Clear Lake, whose banks are covered with borax.

In Klamath County gold is washed up with the sand by the tide.

The Yo-Semite Valley in Mariposa County is considered one of the most magnificent natural objects in the world. It is a rift in the sierras about a mile wide and inclosed by perpendicular walls from 2,500 to 4,500 feet high. Several mountain streams plunge over these walls and increase the beauty of the scene.

Sulphur, soda, and hot springs have been found in Napa County.

A spring has been found in Plumas County which has the power of petrifying wood.

The Colorado Desert in San Diego County is below the level of the Gulf of California, the waters of which once covered it.

Magnetic iron has been found in Santa Barbara County.

Santa Clara County contains, besides other quicksilver mines, the New Almaden Mine, the richest in the world.

The geysers of Sonoma County are similar to the celebrated geysers of Iceland.

The State Prison is situated at San Quentin in Marin County.

Dry Lake in San Diego County is seventy feet below the level of the ocean.

The region around Clear Lake is volcanic.

The sierras attain their greatest elevation in Tulare County, where peaks have been found higher than Mount Shasta. From here they decline rapidly towards the south and join the Coast Range Mountains.

Lake Tahoe is 6,300 feet above the level of the ocean and about 1,500 feet deep. It is about twenty miles long and from eight to ten miles wide and is situated partly in California and partly in Nevada.

Humboldt Bay is the only harbor in the State north of San Francisco.

San Diego Harbor is one of the best on the Pacific Coast.

San Joaquin County is nearly in the center of the State.

The Henness Pass, one of the best passes through the sierras, is in Sierra County.

Mount Shasta is an extinct volcano, and has a spring of hot water at the top.

The Farallone Islands belong to San Francisco, and are twenty miles west of it; they are valued chiefly for the eggs laid upon them by certain water fowl.

Gold was first found in California near Coloma in El Dorado County.

The Nome Lackee Reservation is in Tehama County.

California is as large as all the New England and Middle States put together.

The capes at the entrance of the Golden Gate are Point Bonita, projecting from Marin County, and Point Lobos from San Francisco.

The Golden Gate is one mile wide and is defended by a fort.

Mono County is the only county of California entirely east of the sierras.

The Mojave Indians occupy a part of the San Bernardino County.

Fort Yuma, a United States fort, is near the junction of the Colorado and Gila rivers. This is the hottest and driest place in the United States.

The Colorado River forms part of the boundary between California and Arizona.

The distance from the Golden Gate to the southern extremity of the Bay of San Francisco is about fifty miles.

Is the boundary between California and Lower California natural or artificial?

To what country does Lower California belong?

What are the departments of the State Government?

What is the peculiar business of each department?

What is the general direction of the Sacramento River?

What is the general direction of the San Joaquin?

What town is at the head of navigation of the Sacramento? Of the San Joaquin?

Of what advantage is it to a town to be at the head of navigation.

What river empties into the Colorado near the southern boundary of California?

What is the difference between a lake and a lagoon?

Sacramento is about one degree farther east than San Francisco. Then when it is noon at San Francisco what time is it at Sacramento? Why?

At the Isle of France in the Indian Ocean it is midnight when it is noon at San Francisco; how many degrees of longitude must they be apart?

Washington is 77° west of Greenwich; San Francisco 122½°. What is the longitude of San Francisco reckoned from Washington?

When it is noon at Washington, what time must it be at San Francisco?

When it is noon at San Francisco it is three, P.M. at Lima, Peru. Is Lima east or west of San Francisco? and how many degrees?

If California were in the form of a square and still reached its present extreme limits, what would be its area?

California is only one seventeen-hundredth part of our whole country and yet it is nearly as large as France, a first rate power of Europe.

The area of Idaho, one of our uninhabited territories, is about 326,000 square miles. The area of the Kingdom of Saxony is about 6,000 square miles. How many little kings could we furnish with respectable kingdoms out of Idaho alone?

DISTANCE OF THE EARTH FROM THE SUN.

MR. HIND, formerly the Royal Astronomer of England, in a communication to the *Times*, September 17th, 1863, observes: "It may occasion some surprise, when it is stated that there are strong grounds for supposing the generally received value of that great

unit of celestial measures—the mean distance of the earth from the sun—to be materially in error; and that, in fact, we are nearer to the celestial luminary by some 4,000,000 miles than has been commonly believed. The results of various researches, during the last ten years, appear, however, to point to the same conclusion."

Mr. Hind then proceeds to give the reasons for this opinion, which we omit, and continues as follows: "Subjoined are a few of the numerical changes which will follow upon the substitution of M. Le Venier's solar parallax (8″·95) for that of Encke, (8″·6), on which reliance has so long been placed. The earth's mean distance from the sun becomes 91,328,600 miles, being a reduction of 4,036,000. The circumferance of her orbit, 599,194,000 miles, being a diminution of 25,360,000. Her mean hourly velocity, 65,460 miles. The diameter of the sun, 850,100 miles, which is smaller by nearly 38,000. The distances, velocities, and dimensions of all the members of the planetary system of course require similar corrections; in the case of Neptune, for instance, the mean distance is diminished by thirty times the amount of correction to that of the earth, or about 122,000,000 miles. The velocity of light is decreased by nearly 8,000 miles per second, and becomes 183,470 miles, if based upon astronomical data alone." "It may be added that the investigations of Foucault, of Paris, who had succeeded in measuring the velocity of light by means of the 'turning mirror,' tend to confirm these results. He concludes that it cannot differ much from 185,170 miles per second, which is a notable diminution upon the velocity previously supposed."—*Knowledge for the Time*, 1864.

EDUCATIONAL JOURNALS.

We give a full list of the various School Journals published in the United States, with the subscription prices. Every first class teacher, permanently located in a school, ought to subscribe for at least four good journals. First of all it is his duty to take Barnard's Journal of Education:

Barnard's Journal of Education—$4.00 per annum. Address Henry Barnard, Hartford, Conn.

AMERICAN EDUCATIONAL MONTHLY—$1.50 per annum. Address Schermerhorn, Bancroft & Co., New York.

ILLINOIS TEACHER—$1.50 per annum. Address N. C. Nason, Peoria, Ill.

MASSACHUSETTS TEACHER—$1.00 per annum. Address G. B. Putnam, Boston, Mass.

RHODE ISLAND SCHOOLMASTER—$1.00 per annum. Providence, R. I.

NEW YORK TEACHER—$1.00 per annum. Address J. Munsell, Albany, N. Y.

OHIO EDUCATIONAL MONTHLY—$1.25 per annum. Address E. E. White, Columbus, Ohio.

VERMONT SCHOOL JOURNAL—75 cents. Address Hiram Orcutt, West Brattleboro, Vt.

WISCONSIN JOURNAL OF EDUCATION—$1.00 per annum. Address J. B. Pradt, Madison, Wis.

PENNSYLVANIA SCHOOL JOURNAL—$1.00 per annum. Address Thos. H. Burrowes, Lancaster, Pa.

CONNECTICUT COMMON SCHOOL JOURNAL—$1.00 per annum. Address Chas. Northend, New Britain, Conn.

IOWA INSTRUCTOR AND SCHOOL JOURNAL—$1.50 per annum. Address Mills & Co., Des Moines, Iowa.

INDIANA SCHOOL JOURNAL—$1.25 per annum. Address Geo. W. Hoss, Indianapolis, Ind.

MARYLAND SCHOOL JOURNAL—$1.00 per annum. Address J. P. Harmon & Co., Hagarstown, Md.

JOURNAL OF EDUCATION—$1.00 per annum. Address J. George Hodgins, L.L.B. Toronto, Ca.

THE CALIFORNIA TEACHER—$1.00 per annum. Address Box 1,977, San Francisco, Cal.

AN AMERICAN PORTRAIT.—There are men who carry in their persevering, restless energy, the brand of success—not always an enviable one, still less frequently a moral one, but always palpable and noisy. Such a man makes capital fight with danger of all sorts; he knows no yielding to fatigues, to any natural obstacles, or to conscience. It is hard to conceive of him as dying without a sharp and nervous protest, which seems conclusive, to his own judgment, against the absurd dispensations of Providence. Who does not see faces every day, whose eager, impassioned unrest, is utterly irreconcilable with the calm, long sleep, we must all fall to at last?—*Ik Marvel.*

MOTHERS are the most important teachers, therefore should be *well taught.*

Department of Public Instruction.

STATEMENT

OF THE ASSESSMENT ROLL OF TAXABLE PROPERTY IN THE STATE FOR THE YEAR 1864.

[From the Official Report of the State Controller.]

COUNTIES.	Assessed Value.	COUNTIES.	Assessed Value.
Alameda	$4,472,300 00	Sacramento	$11,349,808 00
*Alpine	414,996 00	†San Bernardino	493,444 00
†Amador	2,328,235 33	†San Diego	518,629 00
Butte	3,242,523 00	San Francisco	82,403,488 98
†Calaveras	2,004,431 00	San Joaquin	4,986,615 00
†Colusa	1,551,429 00	†San Luis Obispo	545,210 00
Contra Costa	2,120,881 38	†San Mateo	2,675,180 00
†Del Norte	335,100 00	Santa Barbara	578,296 10
†El Dorado	3,519,337 00	Santa Clara	6,883,682 00
Fresno	728,040 00	Santa Cruz	1,023,138 00
Humboldt	1,105,075 00	Shasta	1,090,793 56
†Klamath	267,460 00	†Sierra	2,097,875 00
†Lake	345,873 00	Siskiyou	1,488,379 00
*†Lassen	672,325 37	Solano	3,215,832 04
Los Angeles	1,922,176 40	Sonoma	3,960,905 00
†Marin	1,815,334 00	†Stanislaus	824,152 00
†Mariposa	1,644,384 00	Sutter	1,943,054 00
Mendocino	1,393,589 45	Tehama	1,559,484 00
†Merced	752,870 00	Trinity	712,223 50
†Monterey	1,125,845 76	†Tulare	1,309,380 41
Mono	135,874 50	Tuolumne	1,891,187 00
Napa	2,539,851 00	†Yolo	2,204,487 00
Nevada	4,063,136 69	Yuba	4,310,364 00
Placer	2,977,061 50		
†Plumas	943,812 88	Total	$180,484,949 85

* Organized in 1864.

† No report of Supplemental Assessment for 1864.

TABULAR STATEMENT

SHOWING AN ABSTRACT OF THE SCHOOL REPORTS OF THE STATE OF CALIFORNIA, FROM 1852 TO 1864, INCLUSIVE.

YEAR.	No. children between 4 and 18 yrs of age.....	No. enrolled on Public Sch'l Registers.....	Daily average attendance	No. children born in California.	No. Schools.
1852	* 17,821	3,314	.....	.....	20
1853	11,242	4,193	2,020	.....	53
1854	19,472	9,773	5,751	.....	168
1855	26,077	12,819	6,422	.....	227
1856	30,039	16,602	8,301	.....	313
1857	35,722	17,232	9,717	.....	367
1858	40,530	19,822	11,183	33,546	432
1859	48,676	23,519	13,364	41,450	523
1860	57,917	26,993	14,754	51,361	593
1861	68,395	31,786	17,804	59,644	684
1862	72,821	36,566	19,262	70,734	715
1863	78,055	36,540	19,992	74,835	754
1864	86,831	47,588	24,702	88,714	832

TABULAR STATEMENT

OF MONEY EXPENDED FOR PUBLIC SCHOOL PURPOSES, BY THE STATE OF CALIFORNIA, FROM THE ORGANIZATION OF THE SCHOOL SYSTEM TO AUG. 31ST, 1864.

YEAR.	Total am'nt State Sch'l Fund apportioned.	Total am'nt derived fm county taxes.....	Total am'nt paid for teachers' salaries...	Total am'nt for school purposes...
1852	$12,874	.....	$21,355	$28,103
1853	53,511	.....	.....	54,231
1854	39,104	.....	85,860	272,829
1855	52,827	.....	† 85,000	285,861
1856	82,014	.....	† 120,000	290,000
1857	58,520	.....	† 150,000	310,000
1858	53,404	$162,889	203,000	339,914
1859	72,319	205,000	264,972	427,000
1860	81,118	230,000	311,165	474,000
1861	81,461	241,000	311,501	470,000
1862	75,412	142,000	330,000	441,000
1863	145,537	307,128	328,000	483,000
1864	132,217	373,000	411,000	655,000
	$940,318	$1,661,017	$2,621,853	$4,530,938

* Estimated by J. G. Marvin, Sup't; no census. Evidently double the true number.
† Estimated.

TABULAR STATEMENT

OF THE COLLEGES AND COLLEGE SCHOOLS OF THE STATE OF CALIFORNIA, FROM STATISTICS FURNISHED TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

NAME.	LOCATION.	Established.....	Incorporated.....	Denomination....	Principal	No. Instructors..	Sex	No. Students.....	No. Graduates...	Course of Study..	Val'n of Buildings and Grounds..	Endowments	Value of Apparatus and Library	Annual current expenses.
College of California ..	Oakland, Ala. Co.	1853	1855	Undenom	S. H. Willey....	7	Males	20	4	Usual Course	$100,000	$40,000	.....	$8,000
University of Pacific ..	Santa Clara.....	1852	1857	Me. Epis.	E. Bannister	18	Male & F.	178	52	Clas. and Sc.	23,000	15,000	$1,200	8,600
Pacific Methodist College	Vacaville, Solano Co	1861	1862	M. E. St'h	W. S. Luckey...	5	Male & F.	190	4	Reg. Col. Cs.	13,000	20,000	.....	7,000
San José Institute and Commerci'l College	San José	1862	....	.....	F. Gates.... / D. D.Owen.	8	Male & F.	160	15	Eng. Cl. / S.&Com	15,000	.....	.....	800
Collegiate Institute....	Benicia	1855	....	Unsec'al.	C. J. Flatt.....	4	Males	75	12	Mixed.....	16,000	.....	1,800	15,000
Female Collegiate Institute	Santa Clara.....	1851	....	Me. Epis.	D. Tuthill	8	Females..	67	..	Eng.Clas.&Sc.	.....	.....	.....	.....
St. John's Institution ..	S. Juan Bautista Monter'y Co.	1862	....	Catholic.	P. M'Carty, S.M.	3	Females ..	50	..	English	.....	.....	.....	.....
Academy Notre Dame.	Marysville.....	1856	1857	Catholic.	Mary Bernard, S'r	14	Females ..	306	..	.....	10,000	.....	300	12,000
Benicia Female Sem'ry	Benicia.....	1852	....	Episcopal	Mary Atkins	12	Females ..	146	4	Eng.Clas.&Sc.	.....	.....	.....	26,000
St. Mary's College	Bernal Heights .	1863	....	Catholic.	P. J. Grey.....	7	Males	380	..	Eng.Clas.&Sc.	.....	.....	.....	.....
Napa Collegiate Institute	Napa City.....	1862	....	.....	W. S. Turner ...	5	Male & F.	80	..	Reg. Course	.....	.....	.....	3,000
St. Joseph's Fem. Sch'l	San Francisco...	1857	....	Catholic.	Sisters of Mercy.	Varies	Females ..	300	..	Clas. and Sc.	.....	.....	.....	.....

Resident Editors' Department.

SACRAMENTO CITY SCHOOLS.—The annual report of Rev. William H. Hill, City Superintendent of Sacramento, is a very full and able exposition of the condition of the schools. As this report was published in full in the *Sacramento Union*, we need only notice a few more important points. The Superintendent says (the headings are ours):

SENSIBLE REMARKS.

Teachers who have labored faithfully in their vocation, have been encouraged throughout the year by the approval of the Board, manifested not merely in words that can easily be spoken and as easily changed, but by the assurance, in no case forfeited during the past three years, that their reappointment shall be a matter of course—that they at least shall not be subjected to the mortification of a scramble and most strenuous electioneering to retain their position as against outside applications. I am satisfied that this feeling of safety, by reliance upon the honor of the members of the Board, has added much to the efficiency as well as to the efforts of the teachers, and that the schools have been prospered proportionately. Most earnestly do I recommend that your successors adopt the same principle. Let it be understood by all that good and acceptable teachers—proved to be such by actual experience in our city schools—shall be reëlected each year, and not only will individual members of the Board be relieved from much annoyance on the part of importunate applicants, but they will have, also, the personal satisfaction of knowing that by the adoption of and adherence to that rule they contribute as much to the advancement and prosperity of the schools committed to their charge as the opposite course most assuredly would retard both, and be only fraught with evil. Our present principals and assistants, so far as my observation goes, are well fitted for their places.

SCHOOLS.

There are thirteen public schools now taught in the city, viz.: Six Primary, three Intermediate, one Ungraded, one Colored, one Grammar, and one High School. The number of pupils attending all the schools during the term which has just ended (which is a fair average for the whole year), has been 1,292, viz.: Males, 719; females, 573. The average attendance has been 919. Of the whole number, 691 were born in California, 548 in States other than this, and 53 in foreign countries. These pupils have been distributed as follows: In the Primary Schools, 797; Intermediate, 252; Ungraded, 36; Colored, 44; Grammar, 114; High, 49.

The High School receives a well-deserved compliment:

HIGH SCHOOL.

The High School has now won its way to perfect success and the public approbation. Its benches are well filled, its course of study thorough, and it is beginning to attract pupils from abroad. No Seminary in the State furnishes more advantages than this school, nor need its graduates fear comparison with those from any institution, public

or private, on the Pacific Coast. Calisthenic exercises are now taught therein by the Superintendent. The services of a more competent teacher, it is hoped, will soon be obtained.

TEXT-BOOKS.

I believe, too, that a change in the series of readers, from "Sargent's"—those now in use—to "Willson's," as recommended by the State Board, and made obligatory upon all the schools of the State, outside of the cities, will be expedient at the beginning of the next scholastic year, viz.: in May.

The Superintendent makes some well-timed remarks on corporal punishment, which he thinks necessary for the discipline of the schools, under certain restrictions and regulations. He prefers female teachers to males for all schools under the grade of Grammar.

COST OF TUITION.

The cost per pupil has been $11 per year, or $3.66 per term in the Primary Schools; $18 per year, or $6 per term in the Intermediate; $33 per year, or $11 per term in the Grammar School; $49 per year, or $16.33 per term in the High School; $23.50 per year, or $7.83 per term in the Colored; and $11 per term in the "Ungraded" School.

In closing his report, the Superintendent thus speaks of the relation of public and private schools:

A LIBERAL OPINION.

I have no data at hand which will enable me to state how many pupils are in attendance upon the several private schools in our city. I think it a liberal estimate, however, to place the number at three hundred and fifty as a maximum. Not having visited any of these in person, I cannot speak as advisedly of their efficiency as I can of the public schools. I have never regarded the two systems as necessarily, if at all, antagonistic. Both have their places and work, and it would please me much to see two or three large and flourishing Seminaries in this city, full in numbers, and handsomely remunerative to the proprietors. Whenever and wherever any teacher of good standing and marked abilities for the position has considered a reference to me as important, I have cheerfully accorded it. I regret that from some or many causes our city is so far behind other localities in our State in this matter of large and popular academies for both sexes. I would indeed make, if I could, our public schools the best of the kind, worthy of and commanding the patronage of all classes in the community. But not as antagonistic or hostile to the private institutions which are struggling up to the certainty of prolonged existence and remunerative support. The public school system has by no means, with me, the merit of perfection. I would, if I could, make many and even radical changes. I would like to see parochial schools, in which religion as well as letters had a prominent part, established in connection with every religious denomination in our State. But as this is at present, and for many years at least will continue to be, a simple impossibility, I do not believe in losing all the substance while grasping in vain after shadows. The fact stares us in the face, ignore it as much as we please, that in our public schools alone must the majority of the children of our State, now and for all coming time, attain all the education they will have or can get. The elective franchise is and will continue to be universal, and it will be safe as long as its exercise is controlled by intelligence and virtue. The latter must depend upon home and church influence. The other will rest mainly upon our public schools, or the elections will be controlled by those who, being unable to read or write, will be the dupes of designing demagogues, whose power for evil will thus be immensely increased. To meet the emergencies of the case, present and prospective, throw open wide the door of your public schools and "compel them to come in." Democratic as I am in feeling, I wish we had here a little of the laws of monarchical Prussia on this subject, and that every man was compelled to send his children to school for five years at least. Educate the masses, and we need not fear for the future of our country. And why should not the

schools for such be the best possible? I cannot see; and hence, while connected with the public schools of this city and State, I will do all in my power to increase their advantages and efficiency. At the same time I bid a hearty "God-speed" to all the private enterprises worthy of support and countenance that may be started. There are children enough in our city for both. Most of our public schools, especially those for the smaller children, are inconveniently full even now, and the pressure will continue to increase until the Board will be compelled to establish new schools for the accommodation of the rising generation.

EDUCATION IN SANTA CLARA AND SANTA CRUZ COUNTIES.—Superintendent Cool having called a County Teachers' Institute to convene at the Town of Santa Cruz on the twenty-seventh of January, we accepted an invitation to be present, and took the cars one pleasant morning for San José. Superintendent Tonner accompanied us on a visit to the schools of San José. The Grammar School of this city, which is now a High School class in embryo, is well taught by Mr. J. J. Bowen, and is held in a neat and pleasant rented room. One of the old city houses has been repainted, furnished with new desks, and an Intermediate Class in it is in charge of Mr. Reed, formerly of St. Louis. Miss Carey, a graduate of the California State Normal School, has charge of the Primary Department. The schools of San José are doing well. County Superintendent Wesley Tonner has been made *ex officio* City Superintendent and his salary has been raised from $600 to $900. Superintendent Tonner keeps his records in a neat, correct, and business-like manner, using a day-book and ledger in a manner which will allow his successor no chance to complain of loose business records. The County Board of Examination of this county had just completed a thorough and searching written examination. The Board set a high standard and acted up to it manfully. Several certificates were refused on the ground of lack of moral principle and of patriotism. The Institute at Santa Cruz opened on the twenty-seventh in the midst of a delightful rainstorm. The attendance was small, but the interest was lively. The citizens turned out well. Mr. Stone, of Soquel, delivered the opening address, and Mr. White, of Watsonville, gave an evening lecture. Miss Fernald and Miss McDonald read essays, and Superintendent Swett talked to the parents and citizens. Miss Field, a late graduate of the State Normal School, conducted exercises in "Light Gymnastics." One evening was devoted to elocutionary readings. A written examination was held during the Institute week. Three first grade certificates were issued, one second grade, and two applicants were rejected. The Public School at Santa Cruz is graded into Grammar, Intermediate, and Primary departments. Mr. Baily, recently from Iowa, teaches the Grammar Class, Miss Fernald the Intermediate, and Miss McDonald the Primary. All the classes are well taught and well attended. The school-house needs enlarging, and the question of a school tax will soon be submitted to the people. Santa Cruz is a charmingly picturesque old town, and is fast becoming the favorite summer resort of California. Land and water, green plains and sloping hillsides, set off by a magnificent back ground of mountain and forest, make a picture which can hardly be excelled even in this State of varied scenery. The powder mills, situated two miles back of the town in a mountain ravine, are well worth a visit. The works are said to be among the most per-

fect of the kind in the United States. Over $200,000 has been invested in these mills which now turn out two hundred and twenty kegs of powder a day, The paper mills, close by, are turning out large quantities of wrapping paper. and will soon begin the manufacturing of white paper. The tanneries of Santa Cruz are the most extensive in the State. We visited the pleasant school of Mr. Stone at Soquel, but were prevented from lecturing at Watsonville by the incessant rains. The public school at Watsonville, taught by William White, is in excellent condition. Miss Jewett, graduate of the State Normal School, teaches the Primary Department. On our return we stopped at Redwood City to congratulate Mr. Bates on the flourishing condition of the school in that town. The school-house is a fine new building, furnished with the most approved style of modern school furniture. The Primary Department is taught by Miss Sadie Davis, a late graduate of the State Normal School, who is succeeding admirably, giving entire satisfaction to parents, pupils, Trustees, and Principal. Hon. Horace Hawes, who gave the lot on which the house is situated, intends to continue his good works by making another handsome donation to the school.

COLLEGES AND COLLEGE SCHOOLS.—By reference to the tabular statement in this number it will be seen that the total amount of capital invested in the various college and college schools in the State is $672,000. Several institutions returned no answers to the circular sent by the State Superintendent requesting statistics. The following is an approximate estimate of the "valuation" of some of the institutions not reported in the table:

Santa Clara College, S.J., Santa Clara	$250,000
St. Ignatius College, S.J., San Francisco	200,000
Academy of Notre Dame, San José	150,000
St. Catherine's Female Seminary, Benicia	100,000
Convent of the Presentation, San Francisco	125,000
Total	$825,000

This added to the valuation as reported in the table will give a total of $1,479,000. The total valuation of "lots, houses, and furniture" of all the public schools in the State, which was very carefully returned, last year amounted to $937,000. In the estimates of the Catholic institutions several large schools are omitted entirely, but enough is stated to show that the amount of money invested in private institutions is more than double the entire valuation of all public school property. The valuation of the Catholic schools alone is more than that of the public schools. The total number of students and children educated in the institutions included in the above estimate is about 2,500; in the public schools, 29,000. In the face of these facts is any one prepared to say that the State has been extravagant in her outlay of money for public school-houses?

THANKS.—We have received from William White, Esq., of Watsonville, a copy of his address delivered before the Teachers' Institute of Santa Cruz Co. from which we should be glad to give extracts if the TEACHER pages were not already overflowing for this month.

ANSWER TO LITERARY QUESTIONS—of February No. p. 216:

1. Wordsworth. 2. Ebenezer Elliott. 3. Bryan Walter Proctor. 4. Burns. 5. Letitia Elizabeth Landon. 6. De Quincy. 7. Mrs. Norton. 8. Hewitt Elliott. 9. Whittier. 10. Bulwer. K——

LITERARY QUESTIONS.

1. What English poet was famously lazy?
2. What English novel has been generally considered the greatest ever written by woman?
3. What celebrated French novelist of African descent?
4. What three English poets were remarkable for precocity?
5. Who was "Currer Bell?"
6. What English and American poets and authors were notoriously intemperate?
7. What distinguished authors have been avowedly infidel?
8. What three American Theological Professors whose wives have written works of fiction?
9. What great poem was originally sold in manuscript for £5?
10. What great poets were blind? K——.

CLASSIC NAMES.—Among the names of School Districts, as given in the last State apportionment of school money, we notice the following peculiarly: "Californian:" "Rowdy," "Jay Hawk," "Dixie," "Wooden," "Yankee Jim," "Rattlesnake," "Last Chance," "Cow Creek," "Churntown," "Piety Hill," "Whiskey Creek," "Greenhorn."

ALGEBRAIC PUZZLE.—One of our country subscribers sends us the following, which we lay before the students who read these pages. We remember that in our school-days we were wont to bring this matter up as a demonstration of our ability to prove every thing:

Editors California Teacher: Will some of the readers of the TEACHER explain "what's the matter" with the following algebraic operation?

$$\begin{array}{ll} \text{Suppose we have} & \begin{cases} x=1 \\ y=1 \end{cases} \\ \text{then of course} & x=y \\ \text{multiply by } x & x2=xy \\ \text{subtract } y2 & x2-y2=xy-y2 \\ \text{divide by } x-y & x+y=y \\ \text{or} & 1+1=1. \end{array}$$

GOOD FOR NAPA COUNTY.—Superintendent Higbie has the honor of being first on the books for Vol. 3 of the CALIFORNIA TEACHER. Ever thoughtful of the welfare of others he has determined to have no interval elapse during which the Trustees of Napa County shall be ignorant of what is suggested by the Department of Public Instruction, and accordingly we are in receipt of the District Clerks' subscription for the county for the coming year. If every County Superintendent would do as well, the sunshine of our office would be constant, for we should be certain that every school officer was striving to do his duty.

PLACERVILLE HIGH SCHOOL.—This school, which was organized about six months ago, is in a flourishing condition under the able management of Benj. F. Morrison, formerly principal of the Nantucket High School. Mr. Morrison

is an able and experienced teacher and holds a State Educational Diploma. A few liberal men in Placerville, the other day, raised the sum of forty-five dollars to be given as prizes next July, as follows: Best declaimer, $10; second declaimer, $5; best reader, girls, $10; second reader, girls, $5; best composition, $10; second composition, $5. Mr. Morrison is evidently the right man in the right place.

STATE NORMAL SCHOOL.—Report for the month of January:

Whole number of members	75
Average daily attendance about	68
Number of new members admitted	25
Number of gentlemen in attendance	12
Number of young ladies in attendance	63
Number in Senior Class	19
Number in Junior Class	31
Number in Sub-Junior Class	25
Total	75

Pupils have entered this month from the following named counties: Alameda, 1; Amador, 1; Contra Costa, 1; Humboldt, 1; Napa, 3; Sierra, 1; San Francisco, 9; Santa Clara, 2; San Joaquin, 4; Sacramento, 2; Sonoma, 2. Total, 25.

COUNTY SUPERINTENDENTS.—We call the attention of County Superintendents to the necessity of keeping a sharp lookout on the action of the Supervisors in fixing the rate of county school tax. We know of one county already where the Supervisors have fixed the rate at fifteen cents when the school law requires that it shall be eighteen cents. For the benefit of County Superintendents we give, in the Department of Instruction, a statement of the assessment roll of each county. County Superintendents can turn to the last census returns, and to section sixty-three of the school law, and make their own calculations of the minimum rate of county school tax required by law.

BENICIA SCHOOLS.—A few days' cessation of office-work gave us leisure to visit the sleepy old town of Benicia, famous for nothing but its schools, arsenal, barracks, fine-looking officers, beautiful scenery, and pretty girls. The public school is held in the old State Capital, built in the days when Benicia was a city of great expectations, and Dr. Rose presides over his sixty little boys and girls with as much tact and skill as the Speaker of the House ever ruled a turbulent legislature. The school-room is furnished with a fine piano, Willson's Charts, Cornell's Outline Maps, Pelton's Outline Maps, a large globe, an abacus, and various other little articles of school-use and ornament. We took the wheezy old ferry boat to Martinez, which lies nestled in the hills, basking in the sunshine, in a sleepier nap than even Benicia. The public school numbers fifty children taught by Augustus Morse, Jr., whose father was for many years the popular principal of the Nantucket (Mass.) High School. He is a "chip of the old block," and trains his school in a workmanlike manner. Mr. Morse holds a State certificate of the first grade. One of the pleasantest features of Benicia is Miss Atkins' Female Seminary. During the year Miss Atkins was absent on

a traveling tour to the Sandwich Islands and the Orient, the school was badly broken up; but it is now fast recovering its former numbers and efficiency. We had ample opportunities to observe the teaching and discipline of the institution. The teaching is thorough and practical, fully up to modern improvements, and comparing favorably with the best public schools in the State. The habits of the young ladies are well cared for, and the classes in light gymnastics would delight the eyes of Professors Knowlton and Robinson. The girls are trained to habits of the most scrupulous neatness and order in the care of their rooms, which are inspected with microscopic eyes. The discipline of the school is excellent. The girls seem to have none of the finical airs, not unfrequently assumed by "boarding-school girls." The whole management of the school is characterized by good practical common sense.

GIRLS' HIGH SCHOOL.—On several occasions since the opening of this school we have been present at the reading of the weekly paper, and have listened to the recitations which follow. Several of the articles read at our last visit were worthy of high praise, and would do credit to any magazine of the land. We dare not express our opinion of the young ladies who assemble daily at the corner of Stockton and Bush streets, lest the young gentlemen of the city should find out the pleasantest place to spend an hour daily; but this we may say, that if they are as good at home as they appear to us in the class-room, all Dr. Bellows' fears about the future of California are groundless. Under the guidance of excellent teachers, the young hearts there are doing hard work in preparation for the sterner duties of the coming time. Already the wisdom of the Board of Education in establishiug this institution may be considered fully demonstrated.

LITTELL'S LIVING AGE (No. 1,077)—contains an interesting article on Edinburgh University, from *McMillan's Magazine;* another on "Neighbors," from the *Saturday Review;* another on "Ourselves Considered as Spectres," from *Good Words;* and a variety of short articles—making the whole number one of the most readable recently issued. Littell, Son & Co., Boston. Weekly: eight dollars per year.

BARNARD'S AMERICAN JOURNAL OF EDUCATION—for December is rich in matters of interest to educational men. The table of contents is as follows: 1. Lycurgus and Spartan Education. 2. Public Instruction in Denmark. 3. Naval and Navigation Schools in England. 4. Public Instruction in Holland. 5. Professional Training of Teachers in Pennsylvania. 6. Normal Schools for Female Teachers in Philadelphia. 7. Western College of Teachers. 8. American Text-Books: Catalogue of Authors—H to O. 9. School Architecture. 10. New York Society of Teachers. 11. Educational Miscellany. Hartford: H. Barnard: Four dollars per year.

THE CALIFORNIA YOUTHS' COMPANION—"a non-sectarian family newspaper, devoted to the advancement of youth," has reached the twelfth number of volume I. It is a neat eight-page journal, and is published every Saturday morning by Smith & Co., in this city, at two dollars per year. We think the youth

for whom it is published cannot fail to be interested in the good things the publishers send out to them so freely.

THE SAN FRANCISCO MEDICAL PRESS—is issued quarterly, at three dollars per annum, under the editorial charge of Dr. Gibbons and Dr. Cole, Professors in the Medical Department of the University of the Pacific. The January number, besides the usual supply of articles interesting only to physicians, has a very valuable paper by Dr. Gibbons, on "The Rainy Season of California," from which we hope to quote in a future number of the TEACHER.

JOSLIN'S SOLAR TELLURIC GLOBE.—A few of these beautiful little globes are now for sale in the hands of A. Roman & Co., for the reasonable price of $10.50. Joslin's globe is designed to illustrate both the geography of the earth and its annual and diurnal revolutions, showing the cause of the changes of the seasons, and other phenomena. We call the attention of teachers to it as the most useful small globe which can be obtained.

NEW BOOKS.—The following new books have been received:

ARTIC RESEARCHES AND LIFE AMONG THE ESQUIMAUX: Being the Narrative of an Expedition in search of Sir John Franklin in the years 1860, 1861, 1862. By Chas Francis Hall. With Maps and one hundred Illustrations. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 595.

We have read this book with much interest. The author regards his mission to be the discovery of Sir John Franklin, or at least to settle the question of what became of Sir John Franklin's company. To this end he sought the region where their last traces were found, and this narrative is the result. His theory is reasonable, viz.: That it is highly probable there are now survivors of the ill-fated expedition living among the Esquimaux and longing for deliverance. His own experience proves that white men may adapt themselves to the customs of that strange people and enjoy as good health as the natives themselves. While Mr. Hall was not successful in the main object of his journey, his confidence in his theory was strengthened. He learned many words of the language, became familiar with their habits of thought, and, after remaining in the United States long enough to write his story, he set out with better preparations for another journey of three years with the advantages of his previous experience and with a full conviction that his work will be crowned with success. The present narrative is simply told, and surpasses in interest all books of Arctic exploration that we have seen, except the last one of Dr. Kane. Teachers will make a note of the geographical fact established by Hall that Frobisher's Straits exist only on the map: henceforth the body of water so named is to be called Frobisher's Bay.

VITÆ VIVORUM ILLUSTRUM AMERICÆ, A COLUMBO AD JACKSONUM. Notis Anglicis, Illustratæ, necnon vocum omnium interpretatione instructæ. Auctore N. C. Brooks, LL.D. Novi Eboraci: Impensis A. S. Barnes et Burr. pp. 356.

The author has become tired of using the Vivi Romæ, thinking a knowledge of illustrious Americans just as important for our young people at school as that of Roman heroes. The leading incidents in the lives of more than fifty illustrious men whose names are connected with American history are narrated

in easy Latin, and the book will, we think, be received with favor in many schools of the country.

ESSAYS: HISTORICAL AND BIOGRAPHICAL, POLITICAL, SOCIAL, LITERARY, AND SCIENTIFIC. By Hugh Miller. Edited, with a Preface, by Peter Bayne. Boston: Gould & Lincoln. San Francisco: A. Roman & Co. pp. 501.

There is reason to be thankful to the publishers of this volume. The words of Hugh Miller, when spoken through the editorial columns of the Edinburgh *Witness*, though upon the topics of special interest to the day, were usually chosen with great care, and possessed a merit higher than that found in most editorial compositions. In these so-called essays, selected from the files of the newspaper under Hugh Miller's control, by his friend Peter Bayne, we have the earnest, every-day thoughts of the writer, and we are charmed by the harmony of the periods, as well as the depth of mind sometimes revealed. The subjects selected are sufficiently varied for almost all tastes. We very cordially commend the volume to our readers.

THE BLADE AND THE EAR. THOUGHTS FOR A YOUNG MAN. By A. B. Muzzey. Boston: Wm. V. Spencer. San Francisco: A. Roman & Co. pp. 233.

In this little volume we have plain, earnest advice to young men upon the formation of character. It contains valuable suggestions in respect to the home-life, business pursuits, books, and habits of reading, and the cultivation of female society. We have no hesitation in commending it as a safe book to be placed in the hands of young men who are willing to be taught of the "more excellent way" of living. Teachers will be especially attracted by the quotation of Agassiz's opinion upon the education of the sexes together in our schools, as contained on page 136.

ESSAYS: MORAL, POLITICAL, AND ESTHETIC. By Herbert Spencer. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. 386.

Among the masters of thought and language the writer of this volume is earning well a lofty seat. His mind seems equally at home in all departments of knowledge. His sentences are strikingly clear, and his logic is generally irrefutable. The essays now presented to the world in book form we presume to be collected from various English Reviews, but they are new to most American readers; and while in some instances touching upon subjects with which we have little concern, the principles discussed appear more or less in every form of society and government. We name as possessing extraordinary excellence the papers on The Philosophy of Style, Over-Legislation, The Morals of Trade, Representative Government, Railway Morals and Railway Policy, and State Tamperings with Money and Banks. The book is well worth all the money that may be required in its purchase.

A TRIBUTE TO THOMAS STARR KING. By Richard Frothingham. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 247.

From all the memorials of the lamented King, we should select this volume as the best. It is genial, simple, effective. A large edition for California should be secured, that every one whose heart has been warmed by the magic tones of the departed one may secure in this permanent form the leading facts in his noble life.

WET DAYS AT EDGEWOOD: WITH OLD FARMERS, OLD GARDENERS, AND OLD PASTORALS. By the author of "My Farm of Edgewood." New York: Charles Scribner. San Francisco: A. Roman & Co. pp. 324.

We wonder how many New England farmers, or farmers of any other land, will read this book from beginning to end. It is simply a catalogue of agricultural works, including not only the authors, whose chief subject was agriculture, but also the leading poets who have observed nature with sufficient exactness, to report her doings in the matter of producing what farmers seek to cultivate. We said this book is "simply a catalogue" of such works, but in this we were greatly mistaken, for the farmer of Edgewood has adorned his notices of old writers with a beauty better than their own. He is shut up in his library upon nine wet days. We "wonder" again how many farmers can indulge themselves with such libraries, and sketch the works therein with the same genial spirit. We must always welcome the English of this most dainty of farmers, scholars, and writers, even though we approach a degree of satiety in reading the forgotten names he calls up while the rain falls upon his farm of Edgewood. For teachers this book can be of little service, except perhaps as it may enable them to acquire a cheap reputation in the rural districts for their interest in what has been said upon agriculture in various regions and ages of the world.

THE SAILOR BOY; OR JACK SOMERS IN THE NAVY. A STORY OF THE GREAT REBELLION. By Oliver Optic. Boston: Lee & Sheppard. San Francisco: A. Roman & Co. pp. 336.

A book designed especially for boys, but which older persons might read with profit. It describes scenes on board of a Federal man-of-war during the taking of New Orleans and Vicksburg. The story opens by the hero, then a boy of eighteen, saving the life of a naval lieutenant, who, on finding in him a desire to join the navy, procures a place for him on board of his ship. Partly through the influence of this lieutenant, but chiefly through the boy's gallant conduct on several trying occasions, he rapidly advances to various positions of trust and profit. At the end of his first voyage, which lasts a little over a year, he returns home a Midshipman. The first part is taken up with a very full description of how things are done on board of a man-of-war, and while the whole work inculcates many great moral truths, it shows what a young man can accomplish by being "true to himself, true to his country, and true to God."

HYMNS OF THE AGES. THIRD SERIES. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 331.

Beautiful in mechanical execution, and catholic in the spirit which pervades these pages, we rejoice in the appearance of the third series of Hymns of the Ages. To persons who possess the two former volumes of the same compilers, we need not express our conviction of their excellence. This new volume has more of the hymns especially adapted to "Time of War," while the various divisions under the title of Patience, Prayer, Self-Examination, Love, Old Age, Death, and Heaven, are full, rich, sweet, and derived from all the best sources of mediæval and modern hymnology.

THE

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[For the California Teacher.]

WHEN WILL TEACHING BECOME A PROFESSION?

BY B. M.

A HUNDRED teachers are gathered together for a particular purpose. They are all proficient in everything that lends excellence to their occupation. They are well read even outside of what pertain to it. Suddenly a stranger presents himself before them and asks, in breathless haste, if any present understand Physiology, and if so, to signify by raising the hand. Every hand is raised. How ridiculous to ask! Have they not all taught it for years? Good; and now how many are familiar with Chemistry? Again every hand is raised. Indeed half of them have lectured upon the science, and taught it with experiments. Gentlemen, continues the stranger, my reason for asking is this: In the next house lies an invalid, whose physician has met with an accident which prevents him from giving any further attention to his patient. No other physician is to be had. Which of you will attend to the sick man? Not one; why? Because the practice of medicine is a profession, and no amount of knowledge is sufficient to enable one to *jump* into the practice of it without preliminary training.

Soon another comes and asks if among those present there are any who have studied law. More than half respond in the affirmative. Indeed, they once vibrated between the school-room and the

court, and chose the former only after much hesitation. I ask the question, said the stranger, because a case is to be tried to-morrow in which a poor man has reason to fear that he will lose his all through a legal technicality. His attorney has just sent him word by telegraph that he will be detained in a neighboring town and cannot possibly be present at the trial. There is no other lawyer to be had, and what more promising place could one go to for assistance in such a case than to a meeting of learned men? Who will undertake to manage the case for the defendant? Not one; why? Because the practice of the law is a profession—because any ignorant court-room loafer would be more efficient than the most learned teacher.

They go on board of a steamer to take a pleasure trip. The captain enters the saloon and asks if any of the passengers understand the structure of the steam engine. A hundred faces beam with satisfaction. Every man among them can write a detailed history of it. Each has explained, a score of times at least, what constitutes the difference between a high-pressure and a low-pressure engine; by what sort of contrivance a single jet of steam is made to drive the piston in two directions opposed to each other; how the governor regulates the supply of steam, and many minor points. The captain sees that his question is answered very decidedly in the affirmative, and he continues: "The chief engineer has been taken very seriously ill, and the assistant is not reliable; which of you, gentlemen, will accommodate a thousand passengers by taking charge of the engine?" Not one; why? Because engineering is a profession, and any intelligent, though ignorant, fireman with a little experience is worth more around an engine than a school-roomful of teachers without.

But this is the time for conventions. In another town are three assemblies—one of physicians, one of lawyers, one of preachers; in each a hundred. The principal of a first-class grammar school has been suddenly removed by death. No teacher happens to be near to finish the term. Word is sent to the three conventions that a teacher is urgently needed, and the hope expressed that among so many learned men some *one*, at least, may be found willing to assume the responsibility of conducting the business of the school for the remainder of the term. *Three hundred* public-spirited

gentlemen are ready for the important service, and very few of them entertain the slightest distrust of their ability, if their *patience* would only hold out. Why? Because teaching is not a profession. Because any one who knows a thing thinks he can tell it, and that constitutes teaching.

The time was, and not long since either, when this assertion could not have been denied at all; but now it may, and perhaps should be modified a little. The occupation of teaching has *begun* to be a profession; but that it has not yet arrived at that dignity, is evident from the fact that we are continually claiming it. Who ever hears a doctor *claim* that the practice of medicine is a profession? And who ever hears it denied? We are continually finding fault because the public will not *universally* recognize us as a profession. The lawyer never found any such fault; then why do we occupy so different a position in the estimation of the public? The answer is plain. It is because we ask that as a favor which the lawyers have taken by force. An acknowledgment of this kind is not a legitimate subject of generosity. No occupation ever obtained it by begging; and why should we?

There was a time when anybody could be a physician by knowing how to cook a few roots and practice a few incantations—when anybody could be a preacher by leading a solitary life in a hole, or subjecting himself to physical torture; but we never heard that a generous public gave them any honorary titles by common consent, or paid them any better than they were obliged to. The practice of medicine is acknowledged to be a profession because physicians *alone* can follow it. The practice of law is so acknowledged because the lawyers have so arranged it that nobody but themselves can conduct a case. The physician gets nothing from the generosity of the public but everything from its necessities. The people call him "doctor" because he can do what they cannot do; they pay him liberally because they can't help it, and they are good-natured about it because they think it's all right.

Mr. Bruiser styles himself "Professor of the art of Self-Defense" because he can knock us down and we cannot do the same to him. Hence, as far as knocking down is concerned, the practice of it is a profession, and he is rightfully entitled to the appellation. But the much more useful and honorable occupation of digging sand is not a profession because *anybody* can do it.

We have nothing to complain of. We receive all the consideration we deserve; and if we don't, fretting will help us little and whining still less. We enjoy a higher degree of respect now than we did a century ago, because we deserve it. We are paid better now than we were then, because we deserve it. Our occupation will be acknowledged a profession when it shall become one. It will become a profession when we make it one. How shall we make it one? Not by fretting, not by scolding, not by whining. We must do what the engineer has done; what the doctor has done; what the lawyer has done; what we *are* doing, though perhaps not fast enough. No generous public patronized the steam-engine until the engineer made it what it is. How did he bring it to its present perfection? Not by invoking the favor of the people; not by begging anybody else to help him improve it; not by descanting on the great results which *would* accrue *if* it were perfected. He studied his materials. He learned one thing at a time, at long intervals and after many failures. He communicated the results of his investigations to his brothers and adopted all their improvements. At last he completed his engine and the public bowed to him. The physician has done the same, and he has likewise met with his reward. We are doing it, and we shall surely meet with ours. Are we behind? Not at all. We have done fully as much as they; but we have a heavier task, a higher duty, a nobler—far nobler—work before us. Ours is to be the Profession of professions. What is a steam-engine in comparison to a cultivated mind? The curing of a disease to the strengthening of an intellect? The winning of a lawsuit to the formation of a character?

In all ages of the world the noblest things have been put off to the last. The baser but more pressing wants have been attended to first. The man must first be cured of his disease, be assured of his property, be enabled to exchange what he produces in superabundance for whatever else he needs; then, perhaps, he may afford the luxury of a cultivated mind. It is right that the lawyer, the doctor, and the engineer, should perfect their professions before we do ours. They have so much less to do and that so much easier to accomplish.

Everything is going on well. Let us keep on with our inquiries and experiments; continue to establish and support our educational

journals (one good way of doing the latter is to subscribe and pay for them); tell each other our failures and successes; adopt each other's improvements: be sure to have none but teachers for superintendents; and, when we get the business of the school-room so arranged that a lawyer would no more think of taking charge of it than a teacher would think of assuming the management of a case in course of trial, then, but not much before, will teaching be a profession, and the teacher's salary have for its standard the compensation accorded to men of learning.

[For the California Teacher.]

NEWSPAPERS.

BY PROF. KNOWLTON.

WHETHER the Chinese published newspapers on silk four thousand years ago, long before the time of Confucius, we do not propose to discuss. Our trans-Pacific rivals must bring more authentic terrestial testimony before we can concede their celestial claims to monopolize antiquity. We attempt to go no farther back than the reliable records of standard history.

Newspapers were known among the ancient Romans. Their *Acta Diurna*, or daily doings of the Senate, existed before the time of Julius Cæsar. In modern times we find them first in Italy, about the middle of the sixteenth century. The Venetian Government, during a war with the Turks, began to communicate to the people, by means of written sheets, the military and commercial information received. At appointed times and places the sheets were read to such as wished to hear the news. For the privilege of listening, each hearer paid a small coin called *gazetta*. The name of the *price* gradually passed to the *papers*, which thenceforward became *gazettes*. From Italy the custom spread through France, and thence found its way to England.

These first gazettes were little more than sheets of advertisement occasionally issued for business convenience. They were, more properly, *news-letters*, since in all cases, they were only *written*. The first *printed* newspaper appeared in England, in 1588 — the year of the Spanish armada. Like the Venetian manuscript, this

was merely a military bulletin, published by Government to furnish the people with reliable information, for the prevention of false reports and fatal alarms.

Early the next century, in 1612, Germany issued her first; then Ireland and Scotland followed; and there were few if any leading nations of Europe that had not newspapers of their own before the close of the seventeenth century.

The "Republic of the West," younger in civilization, came later in the list—issuing the first American newspaper in 1704. Since that time, in almost every part of the world, they have sprung up with constantly increasing rapidity, until now almost innumerable.

At first they were simple bulletins, published only when important information must be made public. Gradually they came forth oftener; other matter crept into their columns; they assumed a more miscellaneous character, and appeared more rapidly until they have become encyclopædias of science, art, and literature, and come to us as surely as the weeks and days.

Few things present a greater contrast than the newspapers of the sixteenth and those of the nineteenth centuries. One can hardly believe that the little yellow, dingy parchments of Venice, with their hieroglyphic chirography, were the beginning of the broad white folios and quartos of to-day, crowded with close columns and long lines of clear and beautiful typography. *Then* the hand of the writer tediously traced them one by one; *now* the "lightning press" flashes them forth, a score of thousands in the hour. The swift finger of tireless steel has relieved the tardy finger of flagging flesh, and the clear cut type has displaced the clumsy quill. Then there was hardly one to a nation—now each rustic hamlet boasts its press and paper; then rude, and rough, and unadorned—now set with finished type, smooth-pressed, and beautified with the engraver's art; then they contained a few meager, scanty items, brief mention of one solitary circumstance in some single place, and that weeks old—now full and frequent telegrams from across the continent and beyond the sea, the fullest and latest news of the world, fresh every hour. And if we turn fatigued from facts and figures, stocks and markets, some graphic correspondent pictures the latest victory, or some genial traveler relates his far-off journeyings, until, through lazy listlessness, the roar of battle-cannon or the jab-

ber of foreign tongues rouses us from these half-conscious, cosy "fireside travels."

Eighty years ago, Cowper, writing of the newspaper, asked—

> "What is it but a map of busy life,
> Its fluctuations and its vast concerns?"

It comes to us to-day with the comprehensiveness of a panorama, and the fidelity of a photograph. It is an index of every human interest. The concerns of the physical, intellectual, and moral worlds crowd its columns. It is a universal gleaner; its field is the world. It is a reservoir of intelligence; wherever civilized man has gone, there it has a fountain of supply. From Southern Africa to the northern seas, from China to the shores of the Atlantic, it gathers tribute for its treasury of news. Day by day, week after week, it comes to our quiet homes with the wealth of the world. It places in our hands a telescope through which we may look out upon the busy nations and bring them near.

Wrapped in cozy dressing-gown, and shod with easy slippers, we stretch lazily back in ample arm-chair, and there in the soft light of home, warm with the glow of the grate, we out-travel wind and steam. With Livingstone we tread the blistering sands of inner Africa; glance with Gerard along the gleaming rifle-barrel straight into glaring eyes of crouching lions; or gratefully gaze with Speke upon the long-sought sources of the baffling Nile. With Kane we storm the icy barriers of the Northern Pole, and look from far upon that restless sea which the eternal frosts have never fettered. We may sail with Perry into the long-forbidden ports of the self-isolated Japanese, or hand in hand with Taylor, ramble through Northern Europe, and rest in its hospitable homes. Mahomet sits in majesty, and the mountain comes to him at last. The secret workings of nature, the stupendous wonders of astronomy, yield their secrets to swell our knowledge. All the researches of man we follow; we enrich ourselves with their results. Where he goes we bear him company; what he gains we appropriate.

Stand for a moment by the side of one of these mammoth presses while its nimble iron fingers pile the neatly printed sheets so swiftly and smoothly before you, and think whither they will fly the coming day. Before another sunset they will be lighting hundreds of miles away—over the prairies of the West—across the savannas of

the South—among the hills of the North—and along the valleys of the East. Swifter than carrier-dove, they are folding their wings by a thousand firesides, and as many eager fingers are opening their welcome budget. News from city and country, camp and capital, sea and shore; tidings from town and territory; bulletins of battles; advices from army and news from navy; the contentions of Congress, and the contests of Courts; correspondence from continents, and intelligence from islands; schemes of speculators; tales of travelers, and wit of wags. Side by side stand paragraphs that speak of countries separated by half the bigness of the globe. Gems from the poets, grains of gold from the sage, fruits of philosophic study, delight the taste, enrich the memory, and add wealth to wisdom.

The political power of the newspaper first became considerable during the wars of England in the seventeenth century. It has steadily grown until the press of to-day wields an almost incalculable influence in molding public opinion on matters of state. In proof one hardly need cite the *London Times*, the "Thunderer" of England, and leading papers of our own and other countries.

The commercial convenience which called into life the earliest gazettes of Italy and France, still claims its crowded columns of advertisement often most valuable "news" to buyer and seller.

Among the indirect utilities of the newspaper the most obvious are the exercise and increase of the arts of paper-making, type-founding, press-building, etc., and the constant employment of the thousands who practice them. The newspaper creates the chief demand.

Of perversions and abuses of the newspaper, one might marshal a catalogue as long as the list of uses already given. Time and space forbid even the present mention of them.

We close with lines evidently from the pen of one who "takes the papers," and probably "pays the printer," even if he never reads Shakspeare:

> The man that takes no paper for himself,
> And is not moved by columns of fair type,
> Is fit for failure, ignorance, and toil;
> The notions of his mind are dim as night,
> And his affections cold as Greenland;—
> Let no such man be trusted. *Mark the paper.*

[For the California Teacher.]

THOUGHTS ABOUT TEACHERS.

BY M. H. B. W.

I WISH to say a few words regarding the good old exhaustless subject of school-teaching. I have been reading the "Teacher's Growl" of December, and while I was obliged to admit the truth of the grievances strongly set forth in the above-named article, I could not help looking on the *other* side of the question, and inquire, what are we, as teachers, doing for the people? Let us examine the amount and quality of labor performed in a large number of country schools in this State; let us note the wretched existence that education seems to drag out term after term, with scarcely enough of vitality to keep its rush-light burning; and if, after close calculation we find no crying neglect on the part of the *teacher*, I shall indeed be rejoiced.

We should not find too much fault until we rid ourselves of much that is accusingly laid at our doors. Many teachers who groan over their wages would do well to examine their resources and satisfy themselves that they possess the ability requisite to command what they so earnestly desire.

With me, faith is power, and I *know* the earnest, self-forgetting teacher, who enters upon his daily labors with a zest begotten from a *love* of his profession, does not lose the sweetest of his reward.

With our present system of text-books the veriest dullard cannot avoid a little improvement, and it is sad and disheartening to come here and there upon youthful constellations almost motionless from want of moral tone and that progressive energy which derives its greenest existence from well trained emotions.

The school-room is a garden, luxuriant with the growing hope of the country. Every bud is a latent but active intelligence, waiting for the teacher to quicken it into a brighter glory. Oh, ye complaining gardeners! *How* are you doing for your gardens? Are you doing faithful service for your country and God? Does your *love* for your calling strengthen as its trials thicken? Do you buckle on the armor of perseverance, energy, order, self-denial, and love, for the simple sake of Truth, and the coming honor of California? It is only through an unyielding struggle for the intellectual and

moral rights of the young, that the neglected teacher can ever *hope* to be appreciated? The genius of our profession tells us unmistakably that our true reward rests in the light of those truths which we have taken upon ourselves to promulgate. Then, let us plant trees, deep and thorough, though we never enjoy the shade. If we do our whole duty, the next generation will atone in part for the neglect of the present. God speed the right!

STUPID BOYS AND MEN OF GENIUS.

THERE is an opinion abroad that success in school is rather an indication of mediocrity than of good abilities, that most great men were dunces in their boyhood, and wore the fool's cap. The opinion is not very definitely propounded anywhere, because, like falsehood in general, a definite statement would at once expose the fallacy. But we hear something like it in sneers at 'book-learning,' in the sceptical inquiry as to 'what good it will do a boy to learn Latin and Geometry,' etc., etc. These suggestions frequently come from kind-hearted old ladies, who have nephews and grandsons with more genius for smoking cigars and doing the 'manly,' than for the uninteresting tasks imposed by cruel instructors. Also from illuminated theorists who, dissatisfied with the present adjustment of the universe, propose to set it the other end up, and to steer its movements by their own glowing rush-lights.

Now against all this we enter our unequivocal and earnest protest. The assumption is not merely an error, but it is a mischievous error. Young America is sufficiently inclined to spend its time and energies in 'manly' loafing, without being impelled thereto by this senseless talk. And the 'philanthropic' experiment of Jean Jaques Rousseau has forever settled the question whether the mere inclinations of Young America are to be taken as sure guides in the process of his education.

Does any one say that book-learning has little or no value as a means of education? Then we ask, What has value? What better test can we find of the greatness of a mind than its ability to grasp the thoughts of the great men of past times? And what

better incentive to greatness can there be than an earnest effort thus to grasp them? Every great thought from the past which we make our own lifts us up so much nearer the demigods. For it is to be noticed that men put only their best thoughts into books, and literature preserves only the best of books; so that what we have preserved in literature is the best thought of the ablest men of all time. And will converse with such minds in their loftiest moods not tend to expand, refine, and strengthen our own minds?

We say then, emphatically, that the inability of a young man to master what is put before him to do at school is, so far forth, a proof of genuine imbecility—of unmitigated weakness of intellect. And the disinclination to do it, when the subject is properly presented, is proof of a degree of indolence equally fatal. We know that there may be other things that the pupil may do. That if he cannot conquer Cicero's orations, or balance himself successfully across the *pons asinorum*, he may yet make a very respectable and useful shoe-maker or counter-jumper, or perhaps may dabble to some purpose in the details of some science; but we insist upon it that, other things being equal, his failure to do his Cicero is due to the littleness of his mind. We also know that those teachers who forget that a boy has any other faculty than memory are entirely unfit to judge of his success or capacity; and we suggest to all such that, when in their old age they review their work and find their bright pupils mere mediocres and *their* stupid ones great men, they will serve the cause of truth by speaking for themselves only in their inferences, and not by assuming that all teachers are equally unskillful in reading character.

We are warned by some one against being very positive in deciding that a boy is a dunce lest we should put the fool's cap on the broad brow of a Daniel Webster. Did anybody ever hear of such an accident happening to that illustrious man in his childhood? Is it not a well-known fact that there never was a time in his school-going life when he was not the best scholar anywhere in the region? Let any one name a single great American that was a dunce in his youth—that ever wore the fool's cap. On the contrary, are not most of them famous for having made extraordinary good use of very unfavorable circumstances? Have they not been distinguished for doing in a week what occupied other boys a month?

Think for a moment of the juvenile Edward Everett making a 'dead' in his Livy; of Charles Sumner on the dunce-block; of Andrew Jackson at the foot of his class; of Andy Johnson failing to understand Long Division after it had been carefully explained to him by a skillful teacher; of Stephen A. Douglas whimpering because he could not keep up with common boys; of Louis Agassiz giving up in despair the paradigm of the Greek verb. No! These men were all good scholars according to their opportunities—every man of them fit to be a dux.

And how is it in England? Lord Macaulay, in one of his speeches in the House of Lords, presented a remarkable array of the names of men who had earned the highest positions in practical life, after winning the highest prizes for scholarship at the universities.

We repeat then, that usually at least, the dunce at school will be a dunce through life. There are no miracles wrought in the progress of mind. Genius comes of mental power and vigor made efficient through labor, and does not spring, by some erratic and mysterious process, from stupidity or indolence.—*Illinois Teacher.*

SHERIDAN'S RIDE.

THE following magnificent lyric was written by Thomas Buchanan Read, to be recited by James E. Murdoch, the distinguished elocutionist, at a Complimentary Festival given Mr. Murdoch in Cincinnati, on Monday evening, Oct. 31st, 1864, in acknowledgment of his noble contributions for the aid of our sick and wounded soldiers:

Up from the South at break of day,
Bringing to Winchester fresh dismay,
The affrighted air with a shudder bore,
Like a herald in haste, to the Chieftain's door
The terrible grumble, and rumble, and roar,
Telling the battle was on once more—
And Sheridan twenty miles away!

And heavier still those billows of war
Thundered along the horizon's bar;
And louder yet into Winchester rolled
The roar of that red sea uncontrolled—
Making the blood of the listener cold,
As he thought of the stake in that fiery fray—
And Sheridan twenty miles away!

But there is a road from Winchester Town—
A good broad highway leading down;
And there, thro' the flush of the morning light,
A steed as black as the steeds of night
  Was seen to pass, as with eagle's flight—
As if he knew the terrible need,
He stretched away with his utmost speed.
Hill rose and fell, but his heart was gay—
With Sheridan *fifteen* miles away!

Still sprung from those swift hoofs, thundering south,
The dust, like the smoke from the cannon's mouth,
Or the trail of a comet sweeping faster and faster,
Foreboding to traitors the doom of disaster.
  The heart of the steed and the heart of the master
Were beating, like prisoners assaulting their walls—
Impatient to be where the battle-field calls.
Every nerve of the charger was strained to full play—
With Sheridan only *ten* miles away!

Under his spurning feet the road,
Like an arrowy Alpine river flowed;
And the landscape sped away behind,
Like an ocean flying before the wind;
And the steed, like a bark fed with furnace ire,
Swept on, with his wild eyes full of fire.
  But lo! he is nearing his heart's desire,
He is snuffing the smoke of the battle fray—
With Sheridan only *five* miles away!

The first that the General saw were the groups
Of stragglers, and then the retreating troops.
What was done? What to do? A glance told him both;
Then striking his spurs, with a terrible oath,
He dashed down the line 'mid a storm of huzzas,
And the wave of retreat checked its course there, because
The sight of the Leader compelled it to pause.
With foam and with dust the black charger was gray.
By the flash of his eye and his red nostril's play,
He seemed to the whole great army to say,—
"I have brought you Sheridan all the way
From Winchester down, to save the day!"

Hurrah! hurrah! for Sheridan!
Hurrah! hurrah! for horse and man!
And when their statues are placed on high,
Under the dome of the Union sky—
The American soldiers' Temple of Fame—
There, with the glorious General's name,
  Be it said, in letters both bold and bright,—
"Here is the steed that saved the day,
  By carrying Sheridan into the fight
From Winchester, twenty miles away!"

Resident Editors' Department.

THE PRIMARY TEACHER.—Allaquiz, one of the regular contributors of the *Golden Era*, writes very sensibly in a recent number of that journal:

Edward Everett was born in Dorchester, April 11th, 1794, and was a son of Oliver Everett, who married Lucy Hill. His father was the predecessor of President Buckland of the New South Church in Boston, and was afterwards Judge of the Court of Common Pleas for Norfolk. His primary teacher was Miss Lucy Clapp.

The above is copied from one of the widest circulated of the Boston journals. I think there is a moral in it. In a mere summary of the life of the greatest orator, scholar, statesman, and gentleman of the age, we are told—not of college honors; not of his university career at Gœttingen—but simply the name of the primary teacher. The writer, whoever he is, has the true genius of a philosophic historian. Nepos tells us who taught music to Epaminondas.

Dr. Busby was once asked how he contrived to keep all his preferments, and the head mastership of Westminster School, through the successive and turbulent reigns of Charles I, Oliver Cromwell, Charles II, and James. He replied: "The fathers govern the nation; the mothers govern the fathers; the boys govern the mothers; *and I govern the boys.*"

We, of the every-day order of mankind—we who do not stride from mountain top to mountain top, but journey in the shadow of the valleys—are wont to overlook such slight matters as the consideration of who is teaching the world its alphabet. It takes a great mind to see a small thing properly. Lamps have swung to and fro ever since men have built houses and temples, and apples have fallen to the ground ever since the days of Eden; but there have not always been Galileos and Newtons to observe them with an eye to mighty inductions. Such men—those who grasp the divinity of small things—lose their way but once or twice into an age.

Who knows how much Edward Everett owed, and how much the whole world still owes, to this unknown Miss Lucy Clapp? Who realizes how much the Edward Everetts of the coming generation will owe to the primary teacher who are now writing the first characters on the clean tablets of the young mind? The new-fledged soul leans upon its instructor with an incredible confidence. The wings then given may be those upon which it will soar in noble aspirations, or the waxen ones which will melt in the sunlight of sin.

Let us, therefore, not forget how much our future is in the hands of our primary teachers; and while they have a realizing sense of their own responsibilities, let us not forget the quiet laborers in this precious harvest in our City and State. These are the Socrates, and the Platos, and the Origens of the nineteenth century, and the primary school-room is their Athens and their Academy.

A FAIR HIT.—We acknowledge the corn, Mr. Shasta County Superintendent. That modest little *dun* we sent you had no business up the river. We

sent out a number of those delicate little invitations to County Superintendents who had forgotten little items due us for the year ending June 30th, 1865. Your name was included by a mistake of the clerk in our list of guests. Shasta County never needs dunning; its Superintendent is wide awake and keeps a sharp eye on matters in general. When Shasta County chances to make a little mistake, we intend to "make a note of it."

PRONUNCIATION.—The editor of the *Pacific* has been making a visit to the various schools of our neighboring City of Oakland, and closes his report with these remarks, which we cordially indorse:

We should like to add a few criticisms on our schools in the State, but say now only that often we have seen most gross violations of English pronunciation and grammar. We have heard during the last six months, among leading teachers even of higher departments, the word first pronounced fust; and world pronounced wuld; better pronounced betcher; good pronounced gude or gudte; minus pronounced minnus. Such pronunciations are ridiculous—yes, outrageous; but their class is large. No teachers, especially in our common schools, ought ever to be employed who are chargeable with such errors. These strange errors are very common in foreign teachers. They cannot speak our language well, and how ridiculous to employ them to teach our children to read when their brogue makes them utter our words worse than those they attempt to teach.

SAN JOSE INSTITUTE.—We take pleasure in calling attention to the advertisement of this institution, which appears in this number. The announcement is so full as to render explanation on our part unnecessary; still we must add that Prof. Kinney brought letters to one of the editors of the TEACHER from educational men at the East, by which we are able understandingly to congratulate the citizens of San José upon their good fortune in securing so accomplished a Principal for the academical department of the Institute.

ANSWERS TO LITERARY QUESTIONS—of March No., page 239:

1. Thompson. 2. Jane Eyre. 3. Dumas. 4. Pope, Chatterton, and Dryden. 5. Charlotte Brontë. 6. Savage, Tom Moore, Poe, ("true 'tis a pity"). 7. Rousseau, Voltaire, Hume, Shelley, Bolingbroke, etc., ("pity 'tis true"). 8. Stowe, Follen, Phelps. 9. Paradise Lost. 10. Homer and Milton. K——

LITERARY QUESTIONS.

1. What modern poet received $2,000 for a single poem?
2. What American historian became nearly blind?
3. What great works were written in prison or in captivity?
4. What English poet was a shoemaker?
5. What American poets also clergymen?
6. What American poet died young?
7. What American actress gained considerable reputation as a poetess?
8. What American author was apprentice, and made the tour of Europe on foot?
9. What German poet was assassinated?
10. Who have been ranked next to Shakspeare as dramatists?

K——

MARYLAND SCHOOL JOURNAL.—The January number of the Maryland School Journal comes to hand full of excellent reading matter. Since Maryland has become a free State, there is hope that it will sustain an educational publication.

The editors are wide awake, and their agents report subscribers at the rate of a hundred a day. Either "J. P. Harmon," or the "Co." is a man of "excellent sense," as witness, the following. 'Bout that $4,000, we—that is, the poorer two-thirds of the Resident Editors—who of course, being poor, do all the work—we faintly imagine that $4,000 in "shiners" might make us "funny men." We let the smaller fraction of the editorial corps who carries that $4,000, in his pocket, look out for himself. Take particular notice, Mr. "J. P. Harmon," or "Co.," of our next number, for you are our creditor to the amount of two-thirds of a unit:

California Teacher.—This really live journal has found us again. We received the October number, and through some mistake, the notice we penned for it, failed to appear in our last issue. We hope the good-humored editor will pardon us for this mishap. We think that editing a school journal in San Francisco, at one dollar per year, "*in coin*"—to say nothing of a Superintendency at $4,000 a year, (we presume *in coin*)—is pretty good business. No wonder that so many of the "Eds" are good-humored. However, there are few journals of this kind edited with more ability than the TEACHER. We shall ever give it a most cordial welcome.

MAJOR STRATMAN, the newsdealer, corner of Washington and Sansom streets, has sent us the following specimens of the last arrivals by steamer:

Frank Leslie's Lady's Magazine; Frank Leslie's Illustrated Newspaper; Harper's Weekly; Scientific American; London Illustrated News; The Phunny Fellow; Comic Monthly; New York Mercury; New York Weekly.

Our friends in the country, who wish to keep up with the periodical world, can always find at Stratman's whatever is new and interesting; and they may be sure of the right treatment, too, of any orders they may send him.

STATE NORMAL SCHOOL.—Abstract of report for February:

Number of members during the month	80
Number of Females	66
Number of Males	14
Average daily Attendance	75
Number entered	5
Number in Senior Class	24
Number in Junior Class	29
Number in Sub-Junior Class	27
Number of Counties represented	20

The pupils that stand the highest on the class-books, with reference to the number of credits received, are as follows:

Senior Class.—Misses M. Youngberg, M. E. Perkins, N. Littlefield, A. Cameron, and Mr. G. S. Pershin.

Junior Class.—Miss J. E. Greer, Mr. Joseph F. Kennedy, Misses M. Metcalf, M. M. Hezlep, and L. Gummer.

Sub-Junior Class.—Misses A. E. Phillips, A. Campbell, F. Smith, K. Clayton, and H. Featherly.

WHAT THEY THINK OF IT.—The following we extract from the *Illinois Teacher:*

There is a raciness and a "snap" to the CALIFORNIA TEACHER, and to the educational movements in that State. A vigorous writer in the TEACHER protests against

the old-fogy notion of shutting up boys and girls in separate buildings for educational purposes. Dr. Bellows of New York, in a speech printed in the same number, favors that practice, and seems to think that great evil comes from educating the sexes together. Dr. Bellows has said some good things in this world, but in our opinion this is far from being one of them. On this question we wish to be counted with the California man, and not with Dr. B.

Also from the *Iowa School Journal:*

California.—The CALIFORNIA TEACHER for November contains an address delivered by Rev. Dr. Bellows at the dedication of the Bush Street Grammar School, San Francisco, Sept. 22d, 1864, in which he states that "Boston" originated or represents whatever is praiseworthy, not only in California, but throughout the country. Boston men and Boston ideas are worthy of commendation; but it is too late to attempt to demonstrate that Boston is either the "Hub of the Universe, or of the Union;" it is too far east! The Doctor's idea of educating the sexes separately, is or ought to be obsolete. Our most successful educators are decidedly in favor of the coeducation of the sexes.

WEBSTER'S NEW QUARTO DICTIONARY.—One of the best notices of this great work is the following, from Samuel T. Bates, Dep. Supt. Com. Schools, Pa.:

Charming as the Newest Novel.—The new edition of Webster's Quarto Dictionary is a monument of literary labor, which will attract the attention of the learned the world over. It is *as charming as a new novel.* I turn over page after page, and know not when to close it. I hope that the day is not far distant when every school in our State will have a copy.

BELIEVING BUT NOT UNDERSTANDING.—The *American Phrenological Journal* well illustrates the fallacy of a common objection to faith:

"I will not believe anything that I cannot understand," said a self-confident young man in a hotel one day.

"Neither will I," said another.

"Nor I," chimed in a third.

"Gentlemen," said one who sat close by, "do I understand you correctly, that you will not believe anything that you cannot understand?"

"*I* will not," said one, and so said each of the trio.

"Well," said the stranger, "in my ride this morning I saw some geese, in a field, eating grass. Do you believe that?"

"Certainly," said the three unbelievers.

"I also saw *pigs* eating grass; do you believe that?"

"Of course," said the three.

"And I also saw sheep and cows eat grass; do you believe that?"

"Of course," they again responded.

"Well, the grass they had formerly eaten had, by digestion, turned to *feathers* on the *backs* of the *geese*—to *bristles* on the *swine*—to *wool* on the *sheep*—and to *hair* on the *cows;* do you believe that, gentlemen?"

"Certainly," they replied.

"Yes, you *believe it*," he rejoined," *but do you* UNDERSTAND *it?*"

They were confounded and silent, and evidently ashamed, as well they might be.

IDAHO.—John A. Chittenden, Esq., formerly a well-known teacher of this State, and at one time County Superintendent of Nevada County, has been appointed Superintendent of Public Instruction for the Territory of Idaho. He brings to the position an extended experience in the profession, and will find

ample room for all his energies in arranging the educational forces of that new land. He has the honor of beginning at the beginning, and, we have no doubt, will be successful in his efforts to lay broad and deep foundations for the edifice which is so soon to spring up in that incipient State. California extends to her absent son in his new position, the right hand of fellowship, and bids him God-speed.

THAT ALGEBRAIC PUZZLE.—We have received from T. H. R. the following answer:

Ed. Teacher:—The "algebraic puzzle" of your last number may be arranged thus:

(1.) $x = y$.
(2.) $x^2 = xy$.
(3.) $x - y^2 = xy - y^2$.
(4.) $(x - y)(x + y) = y(x - y)$.
(5.) $x + y = y$.
(6.) $1 + 1 = 1$.
(7.) $2 = 1$.

The error is in passing from (3) to (4). In (3) we have $x^2 - y^2 = xy - y^2$, and supplying the values, we obtain $1^2 - 1^2 = 1 \times 1 - 1^2$, or $1 - 1 = 1 - 1$, or $0 = 0$; and each side of this equation, although being equal to 0, it is attempted to separate into factors.

Now, as one of the factors *must* be 0, the other may not only be $x + y$ or y, but may also be any other number whatever.

Thus, the 4th equation might not only be $(x - y)(x + y) = y(x - y)$, but might also be $(x - y)\, y = x(x - y)$, in which y and x may represent any numbers differing widely, arising from the simple fact that we have divided by zero. We should have $y = x$, notwithstanding their assumed inequality.

The whole absurdity springs from the endeavor to reason upon an identical equation, such as $0 = 0$, or $1 = \frac{2bc}{2bc}$, because from equations such as this, where $\frac{0}{0}$ is the symbol of indetermination, nothing can be predicated, for it may represent any quantity whatever.

It is a fundamental rule in algebra that when we wish to reduce an equation to simple terms by division, our divisor must be an *entity*, because dividing by a *nonentity*, (which has been done in this instance), will give a quotient of any magnitude from zero to infinity. In the present example the fallacy arises not only from the circumstance of dividing by a nonentity, but also from the attempt to deduce conclusions respecting x and y as to their mutual properties and comparative magnitudes, from the fact of their inequality.

J. E. Morrison, of Monterey County, besides sending an arithmetical illustration of the aforesaid puzzle, adds:

Please give the following puzzle a place in the TEACHER:

$$(1 + \sqrt{-3})^3 = 1 + 3\sqrt{-3} - 9 - 3\sqrt{-3}.$$

Or, $(1 + \sqrt{-3})^3 = -8$.

Extract the cube root and we get $1 + \sqrt{-3} = -2$.

Transposition, $\sqrt{-3} = -3$.

Square each side, and we get $-3 = 9$.

Transposition, $0 = 12$.

STATE AGRICULTURAL SOCIETY.—We have received the report of the Board of Agriculture to this Society at the last annual meeting. It appears that the last year's operations were very successful, from the fact that over $8,000 of the indebtedness of the Society was canceled. The report touches upon the leading topics of interest among the farmers of the State. The organization of the Society has been perfected by the appointment of experienced scientific gentlemen to examine specimens in metallurgy, botany, entomology, and meteorology. Teachers in the public schools might render important assistance by investigating the natural resources of their various localities, and forwarding results to I. N. Hoag, Esq., the Secretary of the Board at Sacramento.

SUISUN CITY.—The *Solano Press*, one of the best of our country exchanges, gives a detailed description of the new school-house just erected in that city:

The lot upon which the building is situated is one hundred feet square. The school-house is a story and a half high, is forty feet long by twenty-six feet wide, and is fourteen feet in the clear. It is divided into a hall, a main school-room, and an attic. The hall is six feet wide, and is furnished with seventy-four hooks, on which to hang hats, etc. The main school-room is thirty-four feet long by twenty-six feet wide, and can be furnished with desks capable of comfortably seating seventy scholars; but at present desks for only thirty will be provided. At the north end is the rostrum, eight inches high and five and a half feet wide, and back of the rostrum is the blackboard, twenty-six feet long and three and a half feet wide. The attic is nine feet high in the center, and is provided with a scuttle, two and a half by three feet. The sides of the interior are wainscoted as high up as the window-sill, and are lathed the rest of the way up—the ceiling being also lathed. There are three entrances, one leading from the front into the hall, and two from the hall into the school-room. There are three windows on each side of the building and two in front, besides a blind window in the front. The windows are three feet by seven, having eleven by twenty glass, and can be raised or lowered at pleasure. There is a platform in front of the main entrance, ten feet long and five feet wide. Over the door is a place left for painting the inscription, "Suisun District School, No. 5." The outside of the building is painted a cinnamon brown color; the inside finish is all stained and varnished; and the outside door is grained oak. Mr. Hatch, who has been engaged as the teacher, is a gentleman recently from the East, and is highly recommended by those who ought to know him.

SAN FRANCISCO REPORT.—By some mistake our copy of Superintendent Tait's Report was not received until the present number of the TEACHER was "made up." We must therefore defer full notice of its facts and discussions for another month, only remarking that our hasty glance at its pages made our regret the deeper that any delay must occur before availing ourselves of the information afforded and the principles set forth therein.

GEOGRAPHY OF CALIFORNIA.—The article in our last two numbers has attracted much attention, and we are glad to learn that it has been used in many school-rooms. We have received several communications in relation to it, from which we select the following:

The school teacher who got up "Geography of California" omitted some important things in regard to this county, and as it should be as full as possible, I send the items omitted. El Dorado produces lime of good quality, and has limestone enough to make lime for this coast for ages. There are two kilns almost in sight of this school-house. El Dorado also produces marble of fair quality, which is successfully worked by steam

power at Indian Diggings. More than that, California's block for the Washington Monument was taken out of the ground not two miles from this place. El Dorado also produces soapstone, which is successfully worked, and is used for various purposes, both useful and ornamental. Some of it, in the rough state, is shipped to San Francisco.

If each teacher in the State will take a little trouble about the matter and make known any mistakes or omissions which have been made in regard to his or her locality, we can have a geography of California as near complete as such things generally get to be. I would have reported sooner but for lack of the necessary information in time for the March number. Hope the teachers generally will interest themselves some about the Geography of California. It is easier to correct mistakes now than after they have been taught all over the State for facts. Rattan ~~Chit~~.

2. From a writer who is unwilling to give his name even to the editors. We break over our rule to pay no attention to anonymous contributors, for the article is rather "spicy," albeit the writer must certainly possess prophetic powers, since the communication is dated "San Francisco, *Feb.* 8th," while the error referred to was not published until *March* 1st.:

"California is only one-seventeen-hundredth part of our whole country, and yet it is nearly as large as France, a first-rate power of Europe."—*Geography of California, March No. of Teacher.*

Don't give so much attention to your geography as to neglect your arithmetic, my dear *earth-measurer*. Those sensational items must be kept somewhere within a thousand miles of the truth for the benefit of "these young beings" so touchingly alluded to by M. K. It is true that "the State Prison is situated at San Quentin," although the assertion of so remarkable a fact may excite wonder in the minds of the readers of the TEACHER. But by what mathematical process do you make California only one-seventeen-hundredth part of our whole country? Well may the orator ask, "And what is our country?" It would be well to have a copy of this statement forwarded to the seat of government, to be used as a "basis" in settling disputed boundaries hereafter. The writer of that article would be a valuable commissioner for that purpose.

3. From the author of the article itself:

Editors Teacher:—I notice a ridiculous mistake in the last part of the article on California geography. The ratio of the area of California to that of the United States is set down at one-seventeen-hundredth instead of one-seventeenth. In dividing the area of the whole country [3,250,000 square miles] by that of California [189,000 square miles], the quotient had been carried out to several decimal places, and in hastily copying the result, some time after, from the slip of waste paper on which the computation had been made, two extra places were carelessly annexed to the denominator. The error, however, on account of its ludicrous magnitude is a fortunate one. It will set many a sharp boy to investigating for himself, and the fact will by that means be the more deeply impressed upon his mind.

SAN ANDREAS.—An exhibition of the San Andreas public school was recently held for the purpose of raising funds to commence a school library. We have testimonials from all quarters that the exercises were highly satisfactory to the visitors who were privileged to witness them, the teacher, Dr. F. O. Barstow, and his young friends winning golden opinions from all. The proceeds, amounting to sixty-three dollars, after deducting necessary expenses, were applied to the purchase of books that will be a source of pleasure and profit to all who may be connected with the school hereafter. We congratulate the Doctor on his well-earned success.

$x^{\frac{1}{2}} - 2(1+x)^{\frac{1}{2}} = 4$

BARNARD'S AMERICAN JOURNAL OF EDUCATION—for March (No. 38) contains the following articles: 1. The American Doctrine of Public Instruction. 2. Naval Education in the United States. 3. Public Instruction in Cities. 4. The Free Cities of Germany. 5. Naval and Navigation Schools in England. 6. Documentary History of Normal Schools in the United States. 7. Historical Development of American Education. 8. English Teachers and Educators. 9. English Pedagogy. 10. National Teachers' Association in 1864. 11. English Grammar. 12. Liberal Education, or the American College Curriculum. 13. College Professorship of Pedagogics. 14. National Bureau of Educational Statistics. 15. Associations for Educational Purposes. 16. Object Teaching. 17. Educational Miscellany.

ILLINOIS TEACHER.—The January number of this best of school journals is very readable. One article, "Stupid Boys and Men of Genius," is marked for our columns. Richard Edwards, Principal of the Normal University, is the leading editor for the year. We part, with regret, from the brilliant items of our friend Briggs; but feel assured that Professor Edwards will not allow the *Teacher* to grow prosy.

NEW BOOKS.—The following new books have been received:

TWICE TOLD TALES. By Nathaniel Hawthorne. A new edition complete in two volumes. Boston: Ticknor & Fields; San Francisco: H. H. Bancroft & Co. pp. 392, 428.

In the neatness of "blue and gold," the world-favoring publishers have issued for the lovers of Hawthorne's English this most desirable edition of the Twice-Told Tales. Somber as many of the sketches are, the style is so perfect we find ourselves reading and rereading the gloomiest of them all more frequently than the most exciting novel. The appetite for Hawthorne's works "grows by its feeding." His own criticism of the Tales is the most perfect yet written: "They have the pale tint of flowers that blossomed in too retired a shade—the coolness of a meditative habit which diffuses itself through the feeling and observation of every sketch. Instead of passion there is sentiment; and even in what purport to be pictures of actual life, we have allegory, not always so warmly dressed in its habiliments of flesh and blood as to be taken into the reader's mind without a shiver. * * The book, if you would see anything in it, requires to be read in the clear, brown, twilight atmosphere in which it was written. * * Every sentence, so far as it embodies thought or sensibility, may be understood and felt by anybody who will give himself the trouble to read it, and will take up the book in a proper mood."

UNDER THE BAN, (Le Maudit). A Tale of the Nineteenth Century. Translated from the French of M. L'Abbe * * *. New York: Harper & Brothers; San Francisco: H. H. Bancroft & Co. pp. 247.

It is rarely that we have patience enough to read through a novel which has for its object the exposure of abuses that have received the sanction of any religious denomination. We confess, therefore, that we came to the perusal of "Under the Ban" with no disposition to be taught by its pages, notwithstanding the marked sensation produced in France by its publication. We have

seen, however, that the merits of the book were not over-estimated. In every ecclesiastical organization that has existed for many years the name of religion has been given to principles that have nothing of christianity in them, and it becomes simply fidelity to truth for men to rise up who can tear away falsehood and restore vitality to the form that the ages have benumbed. This book is likely to do good service in this way, for those who desire to preserve the reality of faith in God, and who are willing to receive strong words in the exposure of erroneous modes of action on the part of those intrusted by the Catholic church with the defense of its real principles, so far as they are founded upon the Bible. The closing scene in the life of the young priest is very striking. One could almost wish the ending were his own:

"IT IS BLESSED—VERY BLESSED—TO BELIEVE." And a gentle sigh, as of a summer evening breeze, passed from the pale lips of the dying across the face of the ministering sister. There went forth upon its wings the soul of the martyr. Julio was gone! His features shone with the sunshine of Heaven, as the calm grandeur of eternal rest throned itself on his marble brow. p. 247.

MEDITATIONS ON THE ESSENCE OF CHRISTIANITY, AND ON THE RELIGIOUS QUESTIONS OF THE DAY. By M. Guizot. New York: Charles Scribner. San Francisco: A. Roman & Co. pp. 356.

This volume will attract attention on account of its nature and its author. A long career of public life has demonstrated M. Guizot's ability to think, and in this handsomely printed work he devotes his powers to the consideration of what he justly calls the fundamental ideas of Christianity. Our thoughtful readers, however greatly they may differ as to the correctness of the opinions therein expressed, will agree as to the simplicity and earnestness of the manner in which they are discussed; and, as we think, cannot fail to be interested and instructed by these views of M. Guizot on the questions of deepest concern to those who think at all of the future.

HOME AND HOME PAPERS. By Christopher Crowfield. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 333.

Mrs. Stowe has done good service in writing these papers, now collected from the *Atlantic Monthly*. They treat of matters that concern every family, and are full of hints that can hardly fail to produce results increasing the happiness of each reader. The Table of Contents is worth quoting, as suggestive of thought among those who cannot read the volume, and as likely to lead many of our readers to favor themselves with a perusal of what so distinguished an authoress may have to say upon these topics of universal interest: 1. The Ravages of a Carpet; 2. Home-Keeping vs. House-Keeping; 3. What is a Home? 4. The Economy of the Beautiful; 5. Raking up the Fire; 6. The Lady who does her own Work; 7. What can be got in America? 8. Economy; 9. Servants; 10. Cookery; 11. Our House; 12. Home Religion.

THE AUTUMN HOLIDAYS OF A COUNTRY PARSON. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 352.

In his usual garrulous manner, the "Country Parson" gives us seventeen chapters of easy reading, abounding in illustrations, repetitions, and good sense.

There is much to render life more cheerful to be found in the writings of this author, and there is nothing which will make it harder to live aright. The present volume contains a sketch of Scotch Parochial Schools (pp. 296–306), that will interest educational men. The following extract reminds us of certain scenes which have occurred in places nearer home than Scotland:

"Some clergymen pride themselves on their power of drawing out the intelligence of children by their mode of putting questions to them; and occasionally I have seen this well done—more frequently very absurdly. The following is a style of examination which I have myself more than once witnessed: 'Wahl, deer childrun, what was it that swallowed Jonah? Was it a sh-sh-sh-sh-shark?' 'Yahs!' roar a host of voices. 'Noa, deer childrun, it was not a shark. Then was it an al-al-al-alig-alligator?' 'Yahs!' exclaim the voices again. 'Noa, deer childrun it was not an alligator. Then was it a wh-wh-wh-whaale?' 'Noa,' roar the voices, determined to be right this time. 'Yahs, deer childrun, it was a whaale.'" pp. 303.

LETTER ON CORPULENCE, ADDRESSED TO THE PUBLIC. By William Banting. Reprinted from the Third London Edition, with a review of the work from *Blackwood's Magazine*, and an article on Corpulency and Leanness, from *Harper's Weekly*. San Francisco: A. Roman & Co. pp. 64.

Mr. William Banting, a stout Englishman, after suffering much from the dread of becoming too heavy for ordinary scales, and after trying many physicians for his supposed disease, at last found a wise man who instructed him in the art of losing flesh. Filled with gratitude, he felt "necessity laid upon him" to let the world know of his rescue from affliction. Filled also with modesty, he dared not approach the great English magazines, lest his contribution should be refused. Therefore he published a pamphlet for gratuitous distribution, giving an account of his condition and his remedy. The pamphlet caused a sensation. Blackwood's magazine gave it the honor of a long review; Harper's Weekly took up the dulcet strain; and Roman & Co. reprint the three in this pamphlet for the enlightenment of the dwellers upon the Pacific coast. It does not occur to us that teachers, generally, have much need of struggling against any tendency to corpulence; but those who, from insufficient salary or from overwork, have become reduced to skeletons, will find some useful reading in the article from *Harper's Weekly* herein.

RAYMOND'S PATRIOTIC SPEAKER. New York: A. S. Barnes & Burr. pp. 524.

Specimens of Modern Eloquence—speeches of statesmen; eloquence of orators; and songs of poets yet living or recently dead. Arguments for Freedom, and defenses of Slavery from the ablest champions of either party, above or below Mason and Dixon's Line, and on both sides of the Atlantic. Views of State Rights, and pleas for Secession from Benjamin, Stephens, Toombs, Vallandigham, Wigfall, Jeff. Davis, and the Devil. Vindications of General Government—Demolition of Secession Sophistries; Prophecies of speedy Damnation; the Doubly-Deserved Doom of Human Bondage; and Exultant Expectation of the already executed Edict of General Emancipation, now passing into actual and inevitable accomplishment—from Beecher, Bryant, Chapin, Dickinson, Douglas, Everett, Holt, Lovejoy, Phillips, Sumner, and the President—with brave words of confidence, and cheer, and courage, from Bright and Cobden

across the sea. The young men of the Pacific slope will welcome this volume, which may end their long wishing and waiting for something fresh and new. The eloquence of their own brave Baker, and more than royal King will especially enhance its value. Altogether a timely presentation of an obviously needed and generally well-selected compilation. K.

A COMPREHENSIVE GEOGRAPHY, Combining Mathematical, Physical, and Political Geography with important Historical Facts, designed to promote the Normal Growth of the Intellect. By Benjamin F. Shaw and Fordyce A. Allen. Philadelphia: J. B. Lippincott & Co. pp. 114.

In our December number we had just time and space to acknowledge the receipt of this work from the publishers, and to speak a word of commendation in its behalf. Since that date our copy has been in perpetual demand. We cannot tell how many teachers have turned over its pages in our office and at their homes; but it is now before us, looking as if it had been doing service in an old-time school-house for a dozen generations, and still it is pleasant to look at the well-chosen illustrations, and observe the thoroughly professional style of the authors. We have had no geography before. Memory, indeed, recalls long hours spent over books that were well meant, and passed for geographies in the days of our innocence; but, measured by the standard that Shaw and Allen have now given, we see how utterly heartless was our long-continued study. Would that we were boys again, that we might study geography from this new book.

CHATEAU FRISSAC; OR, HOME SCENES IN FRANCE. By Olive Logan. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 329.

The second title of this work shadows forth the design of the authoress, which she herself describes more fully in the Preface, to be to show "the evils resulting from the well-known French *mariage de cenvenance*; or, to translate freely, "reasonable marriage," and to deprecate "a system which has not only become almost a law in France, but is fast tainting with its pernicious influence even our own "fashionable society." The story is not without its attractions for novel readers, by reason of sundry positions in which the characters are found; and the condition of society which it reveals will render our own American home-scenes the dearer by the contrast they present—Gail Hamilton to the contrary notwithstanding.

THE GENTLE LIFE: ESSAYS IN AID OF THE FORMATION OF CHARACTER. New York: Walter Low. San Francisco: H. H. Bancroft & Co. pp. 312.

There are many good things in this simple volume. It abounds in illustrative anecdotes, and is written generally in an excellent spirit. Wherever there is any reference made to America we observe the author is by no means a cosmopolitan. He was born in England, and has evidently lived there always. Leaving out his bitterness against the American people and an occasional scoffing word at creeds differing from his own, we can assure our readers that the book is well worth reading.

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EDUCATIONAL MATTERS IN THE SOUTHERN COUNTIES.*

In compliance with Section 9 of the School Law, which imperatively commands the smallest third of the resident editors of the California Teacher "to travel and address public assemblies, on subjects pertaining to public schools," one pleasant morning last month, we took passage on the *Brother Jonathan*, with the intention of making a tour of observation in a section of the State as yet untrodden by the foot of a State official.

LOS ANGELES AND ITS SCHOOLS.

After a delightful trip of forty-two hours we were landed in the new and thriving town of Wilmington on the bay of San Pedro, and a three hours' stage ride over twenty-four miles of level plain, carpeted by a most luxuriant growth of clover, malva, and other grasses, brought us to the old City of Los Angeles, which lay basking in the warm sunshine at the foot of a picturesque range of mountains, in all the lazy loveliness of a semitropical climate. The city is a singular compound of adobe walls, covered by shocking bad "tiles," and brick houses, and neat white cottages, all presenting an appearance quite as "mixed" as the people who live there. Of course, we visited all the vineyards in the vicinity,

* Published in advance in the San Francisco *Evening Bulletin*.

tasted the old wines stored in capacious cellars, ate sweet oranges from the orange groves, and fully appreciated the delicious climate on which the Angelicans so pride themselves, believing firmly with the Icelanders, that theirs is the happiest land the sun shines on.

Were not our notes limited to educational items, we would go into statistics showing gallons of wine, baskets of oranges, bushels of corn; would speak of hides and tallow, horses and cattle, and of the undeveloped agricultural resources of the country generally. The country, like some other parts of California, is rich in "great expectations;" the people are all waiting for a good time coming to "turn up." Before the cattle all died off, none of the large land owners would sell a foot of land; and now oil expectations hold the lands at fabulous prices, so that working men of small means have no chance to get a start in farming or any thing else. The curse of "Spanish grants" rests over the whole country.

We had the opportunity of visiting all the public schools, and the pleasure of addressing a large audience of citizens and parents, on common-school topics. Los Angeles has two well-built brick school-houses, both furnished with school desks of a very unique and antique pattern—a model of which ought to be sent to the Patent Office—admirably adjusted to twist the spines of growing girls, and break the backs and weary the legs of the sturdier boys.

The Girls' Grammar Department is a neat, orderly, well-conducted class of forty girls, taught by Miss Hoyt. In the same building, Mrs. Foster's Primary Class of both sexes, numbering sixty scholars, seemed to be making better progress than could be expected, considering desks and numbers. The Boys' Grammar School had about thirty boys in attendance, in no wise remarkable for order, discipline, or progress. The girls' school needs a piano, a set of Willson's Charts, some calisthenic apparatus, and a small school library, and ought to have them all in a city where there are so many wealthy men as in Los Angeles.

There is also a small school of fifteen negro children of all the shades arising from blending all the primary colors of Spanish, American, Indian, and African parentage. They are engaged in the pursuit of knowledge under difficulties, as their little room ten by fifteen feet, has neither desks, blackboard, maps, charts, nor any kind of furniture, except a line of rough board seats without backs, around the walls.

The whole number of children in the city between four and eighteen years of age is 1,095, while the average number belonging to the public schools, last year, was one hundred and fifty-six, or fourteen per cent. of the whole. There are no private schools except the Sisters, where the attendance may be seventy-five.

SAN GABRIEL DISTRICT.

The San Gabriel District, eight miles from the city, near the old mission church of the same name, has a tidy little house and an excellent school, taught by an accomplished teacher. The interest of the people in their school was manifested by a full attendance on an afternoon lecture on school matters.

L. J. Rose, the County Superintendent of the Public Schools, resides in this district and rejoices in the ownership of one of the best and most delightfully situated vineyards in the State, from the grapes of which Kohler & Frohling make their best quality of port wine. The soil of this vineyard is quite different from that in the immediate vicinity of Los Angeles, as it contains, mixed with the rich loam, a large proportion of pebbles and chalky limestone. Surrounding and in front of the house of Mr. Rose are long avenues of orange and lemon trees. Besides these are planted, in abundance, English walnuts, fig, apple, peach, pear, plum, and cherry trees. A vast strawberry bed supplies its delicious fruit in wonderful profusion during four or five months in the year. A stream of pure water, sufficient to irrigate the whole farm, flows down the gentle slope on which the vineyard and orchards are situated. His salary as County Superintendent will never make Mr. Rose rich, but we know of several schoolmasters who would not object to owning the *fac simile* of that vineyard. It is quite unnecessary to add, that a man who has exhibited so much taste, skill, and industry in the management of his home affairs, discharges his official duties correctly and impartially.

WILMINGTON.

The new town of Wilmington—Phineas Banning's City—the seat of Drum Barracks, has suddenly sprung into existence on a barren, sandy spot on the shores of San Pedro Bay, under the magical touch of Uncle Sam's contracts. The Government storehouses are extensive and well-built, as this point is made the depôt of the forts and stations in Arizona and on the Colorado. The

town is supplied with water, by an extensive ditch ten or twelve miles long, from the San Gabriel Creek, principally constructed by Uncle Sam's soldiers. Wilmington has a good, well-built, well-furnished, large, and convenient school-house, and a well-taught private school, which is soon to be organized as a public school. Some thirty children are now attending; and thirty or forty more, who are too poor to pay tuition, will attend when the school is made free.

MONTE DISTRICT.

We were disappointed in our intention to visit this noted district, famous for being located on the most fertile tract of land in the county, and notorious for its lack of American citizens, and superabundance of Dixie patriots. The district is chiefly remarkable for its school quarrels, its frequent change of teachers, its refusal to employ loyal teachers, and its inability to find any "rebs" who know enough to teach school creditably.

SCHOOL STATISTICS OF LOS ANGELES COUNTY.

Los Angeles County contains 2,304 children, between the ages of four and eighteen years, while the average number belonging to public schools is only three hundred and sixty-two, or fifteen per cent. The total number enrolled during the year on the public school registers was seven hundred and six, and the number who attended private schools was three hundred and one. The amount of State School Fund was $4,081.56; of county school tax, $5,739. The minimum tax of two dollars per child, which the new school law requires, and which Boards of Supervisors must levy, amount in this county to twenty-six cents on one hundred dollars. The last school census returned 1,079 children, between six and eighteen years of age not attending any school whatever. The total valuation of all school property in Los Angeles County is $8,836; of apparatus and libraries, nothing. It cannot be said that Los Angeles County offers to families any superior school facilities as an inducement to settle there.

SAN BERNARDINO.

This beautiful and productive valley is sixty-five miles from Los Angeles. A long ride on a cold day, through a level country, half pasturage and half desert, brought us late in the evening into the

scattered village which, unlike most little California groups of houses, never has aspired to be called a city. The mountain setting of this gem of valleys is remarkably beautiful. It was early settled by the Mormons, who divided it into small farms of twenty or thirty acres each, with the water flowing in ditches around each. Its facilities for irrigation are great, and the vast quantities of corn shipped through Los Angeles to San Francisco give the best evidence of its productiveness. Many of the Mormons sold out at the time Brigham summoned the faithful home to Salt Lake; but some remained, and others have since returned, and their number is now quite numerous. They have recently experienced a revival under the organization of the New School Mormons, have erected a fine new church, and hold enthusiastic meetings in which many of the unlearned are endowed with the miraculous gift of tongues. Disavowing polygamy seems to be popular, especially in a community where men are too poor to support one wife well and to send even a small family to school. The town of San Bernardino proper has two schools, attended by about seventy-five scholars. The school houses are not elegant, but tolerably comfortable; the desks are the roughest, meanest, rickety, broken-down looking substitutes for seats which ever disgraced a school-room, or a community pretending to be civilized. When we went to school there used to be a punishment in vogue called "sitting on nothin'"; it was preferable to San Bernardino desks. Two male teachers are employed and paid twenty-five dollars per month each out of the public funds; they probably collect about fifteen dollars a month by rate bills, and so receive a salary of forty dollars per month, or four hundred dollars a year, out of which they must board and clothe themselves.

This county has nine schools, and numbers 1,085 children, of which the average number belonging to school is three hundred and two, or twenty-eight per cent. The number of children who attend private schools is only sixty-one. The whole number on the public school register is four hundred and fifteen. Last year the amount raised by county school tax was fifty-one cents per child. The law requires a minimum school tax amounting to two dollars per child, and to raise this the Supervisors this year should fix the rate at thirty cents on each one hundred dollars. When this tax is levied and collected, it is to be hoped the Trustees will break up

their old school furniture for kindlings, and order some desks, maps, black-boards, and charts for their school-rooms. The total valuation of all school property in this county is $2,180. Our stay here was necessarily so short, that we had no opportunity to lecture, or to visit the districts outside of the town.

THE ROUTE FROM LOS ANGELES TO SANTA BARBARA—"ILE."

We took the Overland stage at Los Angeles for Santa Barbara, at four o'clock on a cold morning, and rolled away in a covered mud wagon, through the coast plain and over the hills, rapidly reducing the distance of one hundred and twenty-five miles. Four of us shivering passengers would have fared badly that day, but for the forethought of an elderly gentleman—wiser than we foolish ones—who had laid in a bountiful store of bread and beef, which he generously divided all round. No very regular provision for meals seems to be made on this line, unless the traveler can eat hay, oats, or barley, at the horse stations. At the old Mission of San Buenaventura wes truck "ile," in the shape of a very Brown petroleum prospector and politician. A few miles back of this Mission, which is on the coast, are located the famous oil springs about which Professor Silliman made such glowing reports, and on which New York capitalists and speculators are building such fairy "castles in Spain." We felt strongly inclined, after hearing of all the wonders, to "lie over" one stage and locate a spring; but a sense of official duty vetoed the tempting consideration.

From San Buenaventura to Santa Barbara, the road in many places winds along on the ocean beach, and in some places is a little dangerous at high tide. We escaped the fate of Pharoah's host, and rattled safely over a natural pavement of large rounded boulders, rather too rough for comfortable transit. In the evening we struck a "clam station," and secured several hasty plates of soup; after which we comfortably jogged along in the moonlight to Santa Barbara.

SANTA BARBARA.

This is a fossil old town covered with "tiles," looking like some old centenarian under a shocking bad hat. The climate of Santa Barbara is delicious. Sheltered on the north and west by a high range of mountains, gently fanned by the mild ocean breezes, suffering neither extremes of heat or cold, it basks in almost perpetual

warmth and sunshine. The Mission Church, a well-preserved edifice of brick and stone, has some pretensions to architectural ornament, and stands on an elevated site a mile back from the town, commanding a fine view of mountain, plain, and ocean. We rambled round the old building, its faded gardens and ruined reservoirs, at early sunrise; and again, late at night, strolled up from the town in the shadow of its whitened walls, ghostly and weird in the white moonlight. The long-measured solemn cadences of the ocean-swell breaking on the sandy beach and the bold headland off the town, came drifting and pulsating on the air, as we sat by the side of an old crumbling sand-stone lion, or some other nondescript animal, adorning the old fountain which once ornamented the church-grounds, now dry as the ruins of Palmyra, and dreamily mused on the vanished glory of a race which had no faith in public schools. As the old bells, struck by a ghost in black, like one of Poe's "ghoals," who—

> "Tolling, tolling, tolling,
> In that muffled monotone,
> Feel a glory in so rolling
> On the human heart a stone."

As the old bell marked the "noon of night," we sauntered down to the hotel and dreamed that the old church was lighted up with coal-oil gas, and that the lion with faded face was pouring forth a rich stream of purest petroleum; that we owned an immense oil spring, and had constructed an aqueduct out of the old mission tiles, which conveyed the "ile" down to the coast into the capacious holds of a hundred clipper ships waiting in the open roadstead for a New York cargo.

THE SCHOOLS OF THE PLACE.

Santa Barbara Town has two public schools, one for boys and another for girls. The boys', numbering, say forty scholars, held in a comfortable brick school-house, is attended mostly by children whose mother tongue is Spanish, and who are not remarkable either for order or scholarship. The girls' school is held in a little, low, mean, unventilated adobe room, fifteen by twenty feet, which is rented at the rate of five dollars per month. Into this are crowded fifty or sixty girls. It is a libel on the town, and a disgrace to the

trustees, that a school should be kept in such a place, when several large buildings could be rented at nominal rates and fitted up at little expense. Santa Barbara can boast of perhaps the very finest climate in California, and of the unexcelled thriftlessness and indolence of its native population; but not of the efficiency of its public schools.

The State Superintendent made an appointment to lecture, but as the steamer from San Francisco arrived at just half-past seven, nobody was at the Court-house but the school ma'am and three little girls, and the meeting was adjourned *sine die.*

MONTECITO DISTRICT.

We visited this district, four miles from Santa Barbara, and found a pretty little brick school-house, neatly furnished, and in it a competent female teacher, and a quiet, orderly, and industrial school. This school has a small library, the only one, we believe, for the distance of six hundred miles south of San Francisco. This district is indebted for its neat house, maps, charts, globe, and books mainly to the efforts of one of the trustees, R. S. Williams, an "old bach," with neither chick nor child of his own to be educated. He lives a hermit life, in a pleasant little home on the sea-coast—a most charming residence for some pretty school ma'am; and we hope some one, tired of teaching, may take possession of the homestead, in spite of its present occupant.

THE GREAT GRAPE-VINE AND THE "OLD WOMAN."

In this district is the famous grape-vine, which has a trunk like a tree, ten inches in diameter, and eight feet high, and whose branches, twined horizontally on a framework supported by strong posts, cover an area of sixty feet square, or nearly 4,000 square feet. It is said to be twenty-four years old, and to yield, in some seasons, from three to five tons of grapes. Under this grape-vine we saw the "old woman," said to be more than one hundred years old, still quite vigorous and able to walk about briskly. Her youngest son, who came out to talk with us, is a grizzled old man.

SCHOOL STATISTICS OF SANTA BARBARA COUNTY.

We were unable to visit the school at San Buenaventura; but, from the fact that the American residents there have established a

private school and refuse to send their children to the public school, where the "native" children attend, we are led to suppose that its management is not the best in the world.

Santa Barbara County numbers 1,370 children, between four and eighteen years of age, of whom, last year, sixteen were returned by census as attending private schools and one hundred and seventy-one the public schools. The whole number enrolled on the school registers was one hundred and ninety-seven, and the average number belonging less than one hundred. Thus it will be seen that the average attendance of the children of the county, at both public and private schools, is only eight per cent. of the whole number. The State apportionment to the three schools of this county, last year, was $1,412; the amount raised by county tax only six hundred and sixty-three dollars. The rate of county tax levied was ten cents on one hundred dollars, equal to forty-eight cents per child—the smallest amount raised by any county in the State. The rate required by law, this year, is thirty cents on each one hundred dollars, and even this will not raise the required two dollars per child. Whether the Supervisors and Auditor will perform their duty this year, now that their attention has been called to the law, remains to be seen.

ON THE ROAD—THE GAVIOTA PASS.

At nine o'clock, on a bright, cold moonlight night we, the oil merchant, a mining agent from Arizona, and the District Judge, started in an open stage wagon for San Luis Obispo, a distance of one hundred and twenty miles. The route is one of the hardest roads known to the tribe of Jehus. We shivered all night long, counted the stars, admired the moon, stumbled on foot through the rough Gaviota Pass, but could not close our eyes for a wink of sleep, as a doze involved a tolerable certainty of being tumbled off unceremoniously in some of the sharp plunges of the rickety old wagon, which pitched about like a lumber drogher in a cross sea. At San Luis the man of oil stopped over one stage, to prospect for "indications," and we remain to hunt for schools.

SAN LUIS OBISPO.

Not much can be said in commendation of the school in the dilapidated town of San Luis Obispo. The school is held in a little

office, fifteen by twenty feet, in which are crowded from twenty to fifty children, as the irregular attendance may be. This model school-house contains one double-sided desk twelve feet long, with two long benches without backs. A part of the children sit on a dozen empty claret boxes turned up edgewise. This house has been rented for two or three years past, a part of the time at twenty dollars per month, and now at fifteen dollars per month—rates of rent which would be high on a business street in San Francisco. A better house could be built for two hundred and fifty dollars. Somebody evidently makes a good thing out of that house. During the past eight months it has cost the trustees twelve to seventy-five dollars for "books and stationery" supplied to the school. Either the prices of books and stationery are high, or the school consumption enormous.

SCHOOL STATISTICS OF THIS COUNTY.

This county contains eight hundred and ninety-six children, between the ages of four and eighteen years, of whom fifty-nine, or six per cent. is the average number belonging to the public schools. The number attending private schools is twenty. The State apportionment of this county was $1,259; the amount raised by county tax, five hundred and eight dollars, or fifty-six cents per child. The Supervisors have levied this year a school tax of ten cents; it will be the duty of the Auditor to increase it to thirty cents. We trust he will comply with the first letter of the law. The total valuation of school-houses, furniture, and apparatus, including "closet boxes," used as seats, was returned last year, at two hundred dollars—a high estimate, when we consider that the only school-house owned by the county, is one at San Simeon which, we believe, is a log one.

ON THE ROAD AGAIN—THE SULPHUR SPRINGS.

We started from San Luis at four o'clock in the morning, in a covered wagon, which was an agreeable change. Some thirty miles out, we reached the "Hot Sulphur Springs," on Blackburn's ranch, famous for their wonderful curative powers in cases of rheumatism, disease of the skin, and scrofulous affections. A physician from San José bought these springs a few years ago, built good bath-houses and a hotel—sank in the strongest kind of sulphur water some $10,000, and then surrendered the whole concern to

the original owners in virtue of a mortgage. They certainly are not Pactolion springs, nor even petroleum. The present proprietor, Mr. Blackburn, is a good-hearted, jovial body, whose distinguishing trait is an intense hatred of "abolitionists" and "miscegenationists. The water of his springs is bad for Black Republicans, and the dark, colored races generally, so he says.

DOWN THE SALINAS—OLD MISSIONS ON THE WAY.

On the route we passed the ruined walls of the old Mission of Santa Margarita, and, further on, the better preserved Mission of San Miguel. A long and cold night was passed in alternate naps and walks over the rough breaks in the road. At midnight we sipped ambrosial nectar in the shape of a cup of coffee at a driver's station, and in the morning, after walking a mile up the "divide," found ourselves looking down on the town of San Juan.

MONTEREY COUNTY.

There is a public school at San Juan, but we had no time to visit it.

Monterey County has 1,588 children between four and eighteen of which the average number belonging to ten public schools is three hundred and thirty-five. The whole number attending private schools is eighty-nine. The State apportionment last year was $2,700, and $3,524 was raised by county tax.

At San Juan we changed to a good Concord stage coach for a ride of forty miles to San José.

SAN JOSÉ.

After a ten-mile ride, we reached the Valley of San José, and then the road lay through thirty miles continuous grain fields—a most agreeable change from the rolling hills and untilled plains of the stock-raising counties. Every foot of this fertile valley seems to be sowed down to wheat and barley.

In San José a good audience assembled in the City Hall to listen to an address on public schools. The schools here are taught by competent and experienced teachers; but they labor under the great disadvantage of poor school-houses. It is not creditable to San José that she has remained so long in prosperity and wealth without a public school-house worthy of the name. The city is

abundantly able to build a $25,000 house, large enough to accommodate five hundred children, and afford rooms for a High School and Grammar School. The salaries of the two male teachers in this place are so very low that out of regard to the good name of the city we forbear to mention the rates.

SANTA CLARA.

The town has some good schools, taught by excellent teachers, but is in the same situation respecting school-houses as its neighbor, San José.

Here is located the Santa Clara College, S. J., the grounds, buildings, furniture, and apparatus of which are worth at least $300,000 or $400,000. Here is the University of the Pacific, which own a good brick house. Here is also the Methodist Female Seminary, which also own a large and convenient house. Both the public school-houses in the place are worth, at a high valuation, $2,000. The Principal of the Grammar School is a little more than half paid for his untiring labors.

SCHOOL STATISTICS OF SANTA CLARA COUNTY.

Santa Clara County numbers 4,370 children, between the ages of four and eighteen out of which the average number belonging to the public schools is 1,348, while the whole number enrolled during the year was 2,163. The whole number reported in the last school census as attending private schools was 602. The number of school districts is forty, and the total valuation of lots, school-houses, and furniture is $19,483. The assessment roll of this county sums up $6,883,684, yet the amount per child raised by county tax for the school year ending thirty-first of August, 1863, was only one dollar and thirty-one cents. Notwithstanding the great wealth of this county in proportion to its population, few counties in the State can present so economical expenditure for public schools. This county has a superior corps of male teachers. They have a Teachers' Association, which meets in San José once a month. The association has a good teachers' library, and, to the credit of the Supervisors, it ought to be stated that they have, with commendable liberality, allowed the County Superintendent to draw the full amount allowed by law, one hundred and fifty dollars per year, for the benefit of the Teachers' Institute and Library.

LAUS DEO!

On hearing the bells ring for the Constitutional Amendment abolishing Slavery in the United States.

BY JOHN G. WHITTIER.

It is done!
Clang of bell and roar of gun
Send the tidings up and down.
How the belfries rock and reel,
How the great guns peal and peal,
Fling the joy from town to town!

Ring, O bells!
Every stroke exulting tells
Of the burial-hour of crime.
Loud and long, that all may hear,
Ring for every listening ear
Of Eternity and Time!

Let us kneel;
God's own voice is in that peal,
And this spot is holy ground,
Lord forgive us! What are we,
That our eyes this glory see,
That our ears have heard the sound!

For the Lord
On the whirlwind is abroad;
In the earthquake He has spoken;
He has smitten with His thunder
The iron wall asunder.
And the gates of brass are broken!

Loud and long
Lift the old exulting song,
Sing with Miriam by the sea;
He has cast the mighty down;
Horse and rider sink and drown;
He has triumphed gloriously!

Did we dare
In our agony of prayer
Ask for more than He has done?
When was ever His right hand
Over any time or land
Stretched as now beneath the sun!

How they pale,
Ancient myth, and song, and tale,
In this wonder of our days,
When the cruel rod of war
Blossoms white with righteous law,
And the wrath of man is praise!

Blotted out!
All within and all about
Shall a fresher life begin;
Freer breathe the universe
As it rolls its heavy curse
On the dead and buried sin!

It is done!
In the circuit of the sun
Shall the sound thereof go forth,
It shall bid the sad rejoice,
It shall give the dumb a voice,
It shall belt with joy the earth!

Ring and swing
Bells of joy! on morning's wing
Send the song of praise abroad;
With a sound of broken chains
Tell the nation that He reigns,
Who alone is Lord and God!

Department of Public Instruction.

STAMP DUTIES ON SCHOOL BLANKS AND FORMS.—In the instructions issued last year by the State Superintendent in relation to revenue stamps, he was guided by the decisions from the office of Internal Revenue, Washington, in answer to questions arising in States nearer the Treasury Department. From the "Eleventh Annual Report of the Commissioners of Common Schools, State of Ohio," we extract the following letter from Commissioner Lewis:

TREASURY DEPARTMENT, OFFICE INTERNAL REVENUE,
Washington, November 1, 1864.

SIR:—I reply to yours of the twenty-fifth ult., that it is held not to be the intent of the excise law to impose a stamp duty where the payment of the same would become a charge on the treasury of the United States, or of any State, county, city, or town. If the stamp duty of any or all of the papers enumerated by you would necessarily fall on the treasury of the State, county, or town, then it is not required; otherwise it is chargeable.

JOSEPH J. LEWIS, Commissioner.

E. E. White, Esq., Columbus, Ohio.

From this letter Supt. White draws the following conclusion, which are applicable to this State as well as Ohio:

1. Warrants or orders drawn by County Auditors on County Treasurers for the payment of School Funds to township or other local treasurers, and orders drawn by township clerks on township treasurers or by the Clerk of any Board of Education on its treasurer for the payment of school moneys to individuals, require no revenue stamp, since such stamp would necessarily be a charge on the county or local treasury. For like reason, the receipts given by County Treasurers to the State Treasurer or by township and other local treasurers to County Treasurers, are not subject to stamp duty.

2. Receipts given by teachers and other individuals or parties to township or other local school treasurers for any sum of money exceeding twenty dollars, require a *two-cent* stamp, the same to be affixed by the party signing the receipt.

3. Certificates issued by local school directors certifying to township clerks or boards of education the amount due teachers for their services or the amount due other parties on contract, etc., are not subject to stamp duty. In case these certificates were subject to duty, the stamp would be a legitimate and necessary part of the school expenses of the district, and as such would be chargeable to the school funds of the township.

4. Written contracts or agreements between boards of education or boards of local directors and teachers or other individuals or parties, require a *five-cent* stamp. The stamp duty in such cases ought to be paid by the latter party, since the stamps, if furnished by the school officers, would be chargeable to the School Fund.

5. Reports of school statistics, whether made by teachers, treasurers, clerks of school boards, township clerks, or county auditors, are not subject to stamp duty, since these

reports have no money or legal value, being evidence neither of value received or due, of privileges bestowed, nor of obligations assumed.

6. Certificates of qualifications of teachers, whether issued by the State, county, or local boards of examiners, require a *five-cent* stamp, the same to be furnished by the recipient. The stamp duty on county certificates is provided for in this State by a fund arising from examination fees. When a copy of a certificate, instead of the original, is filed with the township clerk, or with the clerk of a school board, such copy need not be stamped. It should show, however, that the original certificate bore a five-cent stamp.

School Blanks.—The blanks for the use of School Census Marshals were sent during the month of April to the several County Superintendents. Two blanks were allowed for each district — one for the report to County Superintendent, and one for the report to trustees. To the larger counties ten or twenty extra sheets were sent for the use of districts requiring more than one sheet for the list of names. No blank for the "Appointment of School Census Marshal" will be sent out by the department this year. In consequence of the high price of paper, it is desirable that the most rigid economy shall be practiced in the use of blank forms, and County Superintendents will act accordingly. The following will be a convenient form from which the trustees can make a written appointment:

We, the undersigned, Trustees of Public Schools for ——— District, in the County of ———, hereby appoint ——— a School Census Marshal for said District, to take the Census during the month of July in the present year, of all white children in said District between the ages of four and eighteen years, and to make full returns of all other statistics required in the blanks furnished by the Department of Public Instruction. For instructions, see the back of blank forms.

[Signed by Trustees.]

"Public School Teachers' Reports" have been sent to the more remote counties, and will be supplied to the remaining counties when they come from the hands of the State Printer. The supply of State Registers is exhausted, and no more can be ordered until the beginning of the next fiscal year, July 1st.

July Semi-Annual Apportionment.—County Superintendents who have discovered any error in the apportionment lists since their last annual reports, will notify the State Superintendent of the same. Any school districts cut off from the January apportionment, which can prove that they were justly entitled to an apportionment, will forward their statements relative to the same. Printed abstracts of the July apportionment will be sent to County Superintendents as soon after the fifteenth of June, as the apportionment list passes through the hands of the State Board of Education and of the State Printer. The County Treasurers' warrants on the State Controller will be sent about the twentieth of June, but the printed abstracts cannot be obtained before the fifth or tenth of July.

State Series of Text-Books.—The State Board of Education at a late meeting added "Shaw and Allen's Comprehensive Geography" to the list previously adopted. This does not supersede any book now in use. It is designed to succeed "Warren's Common School," in classes for which Warren's Physical Geography is too difficult. It is not too much to say of this book that it is

altogether the best school geography extant. It is based on the natural method of teaching; combines historical, political, and physical geography; it is free from surplus details; it is elegantly illustrated, and not with the old stereotype cuts common to all other school geographies. It will suit all teachers except the "Fossils."

STATE NORMAL SCHOOL REPORT FOR MARCH:—

Whole attendance during the month	80
" " of females	63
" " of males	17
Average daily attendance	72
Number admitted	3
Number left	3
Whole number of counties represented	20
Number in Senior Class	23
Number in Junior Class	29
Number in Sub-Junior Class	28

The pupils in attendance are from the following counties: Alameda, Amador, Contra Costa, Calaveras, Humboldt, Monterey, Marin, Napa, Placer, San Francisco, Santa Clara, San Mateo, San Joaquin, Sacramento, Sierra, Sonoma, Solano, Stanislaus, Siskiyou, Yuba. Fourteen of the members of the school had been engaged in teaching in the interior counties before entering. The following members rank the highest in their respective classes, with regard to the number of credits received during the month:

Senior Class—Miss Mary Youngberg, Mr. G. S. Pershir, Misses A. Cameron, A. E. Nichols, and C. S. Mills.

Junior Class—Messrs. J. F. Kennedy, James A. Lomttil, Miss Jane E. Greer, Mr. Louis J. Magerle, and Miss A. M. Hezlep.

Sub-Junior Class—Misses A. Campbell, A. Phillips, — Featherly, F. Stevenson, and K. Clayton.

REPORTS OF TEACHERS.—Teachers who are teaching in districts in which other teachers have been employed during the year in the same school, will bear in mind that, in making out their report at the close of the year, they are required to report not only for the term during which they themselves have taught, but for the time during which their predecessors taught, after October 1st, 1864. This can easily be done by reference to the State Register. Unless it is done, the County Superintendents will find it impossible to properly report the school, there being no way in which those officers can correctly average two reports of the same school.

QUESTIONS AND ANSWERS.—Q. "Can half-breed Indian children be admitted to a public school?" A. They cannot. The State Law prohibits from the schools attended by white children, *Mongolian*, *Negro*, and *Indian* children, and also mulatto, half-breed Indian, and Anglo-Chinese children. Q. "Can pupils over eighteen years of age attend the public school without paying tuition?" They can, if the trustees choose to allow it. The trustees undoubtedly have the right to exclude such pupils if they choose. The State Fund is apportioned to children between four and eighteen years of age, yet the trustees have the power to exclude children between the ages of four and six years.

To School Trustees.—It is your duty, before you draw an order for the payment of teachers, to satisfy yourselves, by personal inspection, that they have kept their State School Registers in the manner and form prescribed by law. The State Superintendent has noticed registers not a few, kept so poorly and carelessly, that the loss of a month's wages would be a very light penalty. Nothing but an appeal to the pocket will bring up some delinquents to a sense of their duty.

Allen's Primary Geography.—It is to be regretted that so many teachers in Ungraded Schools have neglected to introduce this excellent introduction to Cornell's Primary Geography. It is the duty of trustees to see that all the books of the State Series of text-books are adopted by all the Public Schools. This Geography is the best one for beginners ever published in the United States. It teaches geography in a natural way, which is perhaps the reason why so many teachers, wedded to artificial methods, and hum-drum recitations, decline to use it.

Willson's Larger Speller.—The attention of teachers and trustees is called to the necessity of introducing this Speller before the close of the present school year. The book commends itself to the most careless examiner, as a great improvement upon the old Spellers which were filled to repletion with words seldom or never used. Spelling is one of the most important things to be learned in school; and a well-arranged Speller is a great aid to the best teachers.

To School Trustees.—Pens, pen-holders, pencils, blackboard-crayons, ink, blotting-paper, and other little school incidentals, ought to be purchased by the trustees with the County Fund, and supplied to the pupils free of expense.

Books for Indigent Children.—It is the duty of school trustees to purchase books for all children attending school whose parents are unable to buy them. No child should be allowed to remain a single week without all the books needed.

Resident Editors' Department.

ABRAHAM LINCOLN, President of the United States, is dead!—killed by the hand of an assassin, in the City of Washington. The wires have flashed the terrible tidings over the land, and the whole nation is stricken with paralysis. But a few days ago the whole land blossomed out in flags; the broad continent shook with the exulting thunder of cannon; and the bells pealed out the anthems of Grant's great victories around Richmond and Petersburg. Now the flags droop at half mast; the black cannon are silent; all the bells toll a funeral knell. The chief magistrate of a great nation is basely murdered; and the civilized world stands aghast with horror. A great man lies dead, and the country mourns. A good man has fallen, and the country weeps, for they loved him. "Father Abraham" they called him, and when a father dies his children mourn. Inscrutable are the ways of Providence. We feel that Lincoln, the Martyr, has done more to advance the cause of the Republic, than Lincoln, the President, could ever have accomplished. His blood cements the Union, and washes out the blackness of Negro slavery. "Let justice be done, though the heavens fall!" is the cry of the American people. By his death he has become the father of a "new nation," founded on the eternal principles of Justice, Humanity, and Liberty.

"Not as we thought—but what are we?
Above our feeble aims and plans
God lays with wiser hand than man's
The corner stone of Liberty."

The bells now tolling, sound the knell of slavery in all the land. His death makes certain the punishment of the leaders of this accursed rebellion. Soldiers died by tens of thousand on the battle field; men starved into skeletons in rebel prisons, and died by thousands, to be buried like dogs; and yet the spirit of the nation seemed to be peace, peace; even *without* punishment, and *with* slavery! The death of one single man has changed all this. The most conservative of

the people now demand exact and even-handed justice. How grandly sublime in its simplicity, is the last Inaugural Address of Abraham Lincoln. His last official words to the American people should be treasured in every heart. We cannot better close this brief tribute to his memory than by giving them:

Fellow Countrymen.—At this second appearing to take the oath of the Presidential office, there is less occasion for an extended address than there was at the first. Then, a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this, four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it—all sought to avert it. While the Inaugural Address was being delivered from this place, devoted altogether to *saving* the Union without war, insurgent agents were in this city seeking to *destroy* it without war—seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would *make* war rather than let the nation survive; and the other would *accept* war rather than let it perish: and the war came.

One-eighth of the whole population were colored slaves—not distributed generally over the Union, but localized over the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war: while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither anticipated that the *cause* of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes his aid against the other. It may seem strange that any men could dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not, that we be not judged. The prayers of both could not be answered—that of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses! for it must be that offenses come; but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war, as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope—fervently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid with another drawn with the sword, as was said three thousand years ago, so still it must be said, "The judgments of the Lord are true and righteous altogether."

With malice towards none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and orphan—to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

San Francisco Public Schools.—We have received a copy of the "Twelfth Annual Report of the Superintendent of Public Schools," City and County of San Francisco; and, without the connivance of Mr. Tait, who occasionally drops into our easy chair to pen an item for our columns, shall proceed to notice it. The report makes a full statement of the condition of the schools, and contains several valuable and carefully-compiled statistical tables. It contains a fine wood-cut of the new Denman Grammar School-house. This house, and the still larger and finer one on Market Street, will remain as prominent monuments of the sound judgment of the present Board of Education. Concerning schools and teachers, Mr. Tait sums up as follows:

The Public Schools of this city are classified as follows: One High School for Boys; one Girls' High School; six Grammar Schools; fifteen Primary Schools; four Evening Schools, of one class each; one Normal School for teachers of the department; one School for Colored Children, and one Chinese School. During the year, one Girls' High School, and five additional Primary Schools have been established.

Our system of instruction contemplates a period of eight years for its completion; or, in other words, it pre-supposes that a child who enters the Primary Department at the age of six years, will, by semi-annual promotion, complete the primary course in three years; and passing regularly through the Grammar grades in four years ensuing, he will enter the High School at the age of thirteen, and graduate thence when he shall have attained the age of sixteen. The course of study in use does not differ perceptibly from that of the best regulated and most successful schools of the Eastern States; and as, by law, all teachers are subjected to a rigid test of their qualifications before their employment, our citizens may have a well-founded assurance that no pains have been spared to render the instruction imparted to their children in the Public Schools, thorough, practical, and sufficiently comprehensive.

The whole number of teachers employed in this Department at the close of the City School Year, April 30, 1864, was one hundred and two, of whom eighteen were males and eighty-four females. Of this corps, ninety-seven were engaged in regular class instruction, and five in attending generally to the special branches—writing, drawing, music, and physical training.

The increase for the year in the number of teachers employed was thirteen. Since the commencement of the May Term, twenty-four additional teachers have been elected, making an aggregate of one hundred and twenty-six.

The total number of children enrolled on the registers was 10,983; average number belonging, 5,911; average daily attendance, 5,471; per centage of attendance, ninety-two. The cost of instruction for each pupil was twenty-one dollars. The Boys' High School numbers one hundred and twelve pupils, and the cost of tuition was sixty dollars per annum. In speaking of the Chinese School, Mr. Tait remarks:

As an instance of their zeal for knowledge, the teacher states that eleven of his pupils have copied an English and Chinese dictionary, from one prepared by himself—a task requiring ten hours of daily labor for three months for its completion.

He also remarks, that the Chinese do not approve of any change in school books; for in China every school-boy begins his studies with the "Three First Books"—which have been in the schools already three thousand years!

It is to be regretted that some of our teachers, who are so bitterly opposed to new books and new methods of teaching, had not been born in the "Celestial Empire!"

BOYS AND GIRLS.

Our practice of educating the sexes together is commended by the highest educational authority of our country, and by the school customs of a majority of our free States. This plan of education is peculiarly American, and as such, it appeals strongly to our national prejudices. Wherefore, it behooves your Board to weigh this matter well; and, should you desire to alter the relations existing between the sexes in the schools, to assign good reasons for the change. For my own part, although my predilections for the theory which favors the joint education of the sexes, oppose any change in our school organization, yet I am persuaded that a proper deference to the wishes of a large and respectable portion of our fellow-citizens demands that some of the Grammar Schools should be devoted to the exclusive use of girls. It is useless to combat the prejudices of such people: among whom, generally, we find persons of wealth, and mostly those of foreign birth. Unless their wishes be gratified, they will continue to patronize private schools, which already have an attendance of 4,823 pupils. No other city in the Union has such a heterogeneous population as ours; hence, what would be beneficial in the school system of an old, established community, may not be equally efficacious here. The Public Schools are designed for all classes of society; and it is plainly to the interest of democratic institutions that these schools should be patronized by the rich and the poor; the native and the foreign born; and by all these without distinction of number or merit.

THE BIBLE IN SCHOOL.—During the past ten years the bible has been occasionally read in some of the Public Schools; but, as a general rule, the teachers, by common consent, out of deference to the objections of Catholics, discontinued the reading of the bible as a morning exercise. Under the most positive instructions of the Catholic clergy, the children of Catholic parents have been mostly withdrawn from the Public Schools, to attend sectarian and denominational schools under the control of the Church. So far has the hostility of the Catholic clergy to the Public Schools been carried, that in some parts of the State parents are threatened with excommunication if they send their children to the Public Schools; and in some places they have been instructed not to return the number of their children to the Census Marshals. It is not the reading of the bible in school to which the Catholics object, but the whole system of free Public Schools. We most cordially indorse the following remarks of Superintendent Tait on this point:

The last topic to which I would call the serious attention of your Board, is the introduction of the bible into the schools, so far as to allow the morning exercises of the school to commence with the reading of a portion of the scriptures by the teachers. To prevent any abuse of this privilege by teachers of sectarian views, certain restrictions might be imposed upon the reading; as, for instance, that it should be without note or comment, and that the reading should be discontinued or not allowed in any class where this religious exercise should create discord between the pupils or their parents and the teacher.

I am convinced that most of our teachers would make the reading of some appropriate selection from the scriptures, as a few verses of the Psalms or Proverbs, an invaluable auxiliary in the moral education of their pupils; and that the latter would derive from this reading a becoming reverence for the Word of God and its holy teachings, and a proper sense of their personal and their social duties and obligations.

In the schools of New York, Cincinnati, Boston, and Chicago, and in every other city on the continent where Public Schools exist, so far as my knowledge extends, the daily reading of the bible by the teachers is compulsory. The exclusion of the bible from our schools is a slur on religion and the character of our community, which may

have been compatible with the manners and morals of the first California adventurers, but is hardly consonant with the social and political progress to which San Francisco has now attained, and for which she has attained so fair a fame among her sister cities.

EDUCATION IN TUOLUMNE COUNTY.—The town of Columbia has a two-story brick school-house, furnished with substantial desks and seats. This school for several years was taught by John Graham, the present County Superintendent of Public Schools. It now numbers one hundred and thirty pupils, taught by two teachers. The principal, Mr. A. T. Winn, has established good order in the school, and his efforts seem to be well appreciated. A full audience assembled to hear an address from the State Superintendent. Columbia, like many of the once prosperous mining towns, has rapidly declined during the last few years, both in population and wealth, and it is fortunate for the children that a good school-house was erected in more prosperous days. Sonora, the county seat, has a good one-story brick school-house, which accommodates a grammar class and an intermediate class, both together numbering about one hundred scholars. A primary class of sixty-five children is taught in a small, ill-ventilated rented room, fifteen by twenty feet. That parents are willing to send their children into such a room, exhibits a strong faith in public schools. We visited the public school at Jamestown, in company with Superintendent Graham. Here we found a model school, numbering some seventy scholars, and a more orderly, quiet, attentive, well-trained, well-taught set of children we have never seen in any school, city, or country. The primary children are provided with a "bean table," for learning the first principles of arithmetic. This is a sliding table, ten by two and one-fourth feet wide, divided into spaces each a foot square, which are subdivided into square inches by ruled lines. The small children sit at the table and count out their lessons. We saw the class count out a hundred by two's, rapidly and correctly. We think that this is the only primary school in the State which has a "bean-board." Even the "Model School" of San Francisco has never been provided with a piece of apparatus so simple, and which in the best primary schools in the older States, is considered so essential. It is exceedingly pleasant to occasionally visit a school taught by a teacher who understands the art of teaching, and who teaches children on natural principles. If any trustees desire to secure a first-class professional teacher, and can afford to pay a salary of $1,200 a year, we recommend them to address Mr. F. M. Crossette, Jamestown, Cal. The whole number of children in Tuolumne County is 2,124, and the average number belonging to the public schools is six hundred and nineteen. The whole number enrolled on the public school registers last year was nine hundred and sixteen, and the number attending private schools was two hundred and eighty-four. The total valuation of school property is $11,382. We omitted to make mention that the energetic trustees of Springfield District have recently purchased a brick church, and fitted it up very handsomely for a school-house. Mr. Graham, the County Superintendent, is an earnest, faithful man, who is well-fitted for the place he holds. The Supervisors of this county last year levied a school-tax of only ten cents on a hundred dollars, when they should have levied, by the requisitions of the law, twenty-five cents. This year the rate has been fixed at thirty cents, four cents higher than the minimum tax required by law.

SOLANO COUNTY INSTITUTE.—Superintendent Simonton convened a Teachers' Institute at Suisun, April 11th, in connection with a session of the County Board of Examination. The attendance was good, and the exercises interesting and instructive. On Tuesday evening, Supt. Simonton delivered an excellent lecture on Education, and Mr. Swett addressed the meeting and read several patriotic selections. Wednesday evening Mr. Knowlton read a half-hour sermon on "Working," and the large hall was then given up to the citizens, for the purpose of a general rejoicing over the news of Lee's surrender to Grant. The meeting was addressed by Mr. Swett, followed by remarks from Rev. Mr. Urmy and Mr. Knowlton. Elocutionary readings were given on Thursday evening by Mr. Knowlton and Mr. Swett, for the benefit of a County Teachers' Library. Mr. Lucky, President of the Vacaville College, gave a sound and practicable lecture on school discipline. The regular Institute exercises were conducted principally by Mr. Swett, Mr. Knowlton, and Mr. Simonton. The examination of fifteen applicants was conducted in writing, and in a thorough, business-like manner. Mr. Simonton is entitled to much credit for the practical plan of the Institute, and for his good sense in employing an Institute teacher and paying him for his services. The citizens of Suisun are proud of a new school-house, which is an ornament to the town.

SAN JOAQUIN COUNTY.—The City of Stockton boasts of the best school-house in the State, except two in San Francisco. It is a two-story brick house, well-finished, furnished with Easton's best desks, and accommodates two hundred and fifty children. It cost $15,000, and was planned by William Crane, architect of the Bush Street house, and the Market Street edifice in San Francisco. With such a house, of course the public schools of Stockton are rapidly rising in popular favor. Next year the city will need another new house equally as good. We were particularly pleased with the class of Mr. Houghton, sub-master in the new building. A more thoroughly trained set of boys and girls we have not seen ih the State. Mr. Houghton is enthusiastic in his profession, is well read in all modern improvements in methods of teaching, and is a fortunate possessor of tact, skill, and energy. Such a teacher is a fitting piece of furniture in a new house. San Joaquin County has a good corps of county teachers. Superintendent Cottle and the Board of Examiners have set a high standard of examination, determined to keep the schools free from incompetent and cheap teachers. The official business of the county is faithfully, exactly, and promptly performed by the County Superintendent. The Supervisors fixed the rate of county school-tax this year at twenty-one cents, a reduction of four cents on last year's rate. This action has justly met with the disapprobation of the press and the people. The people ask for an increased, not a diminished tax. San Joaquin County numbers 3,509 children between four and eighteen years of age, of whom the average number belonging to public schools is 1,613. It has fifty-three districts and fifty-five schools. The total valuation of school property last year was $25,000. The whole number returned by the Census Marshal last year as attending public schools was 1,922; attending private schools, two hundred and ninety-eight. The total

enrollment on the public school registers was 2,754, or nearly eighty per cent. of the whole number of children due at schools—a very creditable showing for San Joaquin County.

Maine State Normal School.—We have received the Report of the Superintendent of Common Schools, State of Maine, 1865, on the "Western State Normal School," established at Farmington, August 24th, 1864. The first term of the school opened with thirty students, and the second with thirty-five. Mr. Ambrose P. Kelsey, formerly a Professor in the State Normal School at Albany, N. Y., is the Principal, and Mr. G. M. Gage, of the Bridgewater Normal School, Assistant. We are glad Maine has established a Normal School. Many of our teachers in California hail from "'way down east." In fact it is safe to say that nine men out of every ten in California, native-born Maine-men, have "taught school" at some time, either at home or abroad.

"Murphy's."—At this pleasant place there is a good school-house, with a yard full of shade trees; and there is also a wide-awake teacher, who subscribes for *Barnard's Journal of Education*, and for half a dozen State journals in addition. "Murphy's" and San Francisco are equal in one respect—the former has one subscriber to *Barnard's Journal*, and so has the latter, just *one*, and no more.

Santa Cruz.—The citizens of this town recently voted a tax of $1,500 for the purpose of enlarging their school-house and for paying their teachers. Soquel District also has voted a tax of five hundred dollars for enlarging the school-house. This action is a well-deserved compliment to the efficient teacher, Mr. Stone, who richly merits the esteem in which he is held. One other district, the name of which we cannot now recall, was *talking* of voting a tax at the date of our latest advices, and doubtless before this the tax has been levied. In consequence of this new development of school liberality in this county, we sincerely hope every voter in the above-named districts may strike an "oil well," and that the richest of Earth's blessings may flow bountifully round his feet down the pathway of life.

Boston Schools.—Boston takes care of her schools, notwithstanding the war. The following is copied from a letter from Hon. John D. Philbrick, Superintendent of the Public Schools, Boston:

This year the City Council appropriated for the current expenses of the schools for the year, $484,000—every cent I asked; and then on the top of that, the School Committee voted an increase of salaries amounting to $60,000; and in addition to that, the City Council has made appropriation for a Grammar School building, which will far surpass anything of the sort in America, at a cost of more than $70,000, besides the lot—nearly an acre—which is worth $20,000. Above all this, they are now building a *Model* Primary House, at an expense of some $30,000.

Put these figures together, and then beat the "Hub"—who can? After the resignation of Mr. Wells, Mr. Philbrick was offered the Superintendency of the schools of Chicago; but he did not like the facts and figures of the schools of Chicago, when compared with those of Boston, and so the "Hub" still retains his valuable services.

MICHIGAN.—The last Michigan Report, 1864, by Hon. J. M. Gregory, the retiring Superintendent, is one of the best we have ever read; and is fully worthy of the high reputation of its author, as an educator. The report is so full of eloquent passages we have not the patience to condense statistics from it. Crowded as our pages are, we cannot refrain from quoting this elegant tribute to the rank and file of the occupation of teaching:

Nor can I forbear to speak of that body of patient and often noble workers, the teachers of our public schools. No one can stand where I have stood, and watch as I have watched, the earnest, self-sacrificing toil of many of those teachers, without feeling for them the profoundest sentiments of admiration and respect. In many of the little wayside school-houses that sprinkle our territory, there have been, and daily are, exhibitions of a zeal as pure, and lofty, and religious, as that which animated the missionaries and martyrs of the Cross—of a courage and patience worthy the conqueror of Vicksburg—of a philanthropy as devoted as that of Clarkson or Howard—and of a love of learning as true and elevated as that of Humboldt or Hugh Miller. The world may lavish its praise on those who make eloquent speeches on its great rostrums, or those who plan great schemes of commercial adventure, upon great fighters, or writers, or preachers, but Humanity owes no greater debt of gratitude than that which is due to the noble men and women who, withdrawing from the noisy market places of the world, where the thousands are grappling for the great prizes of wealth, and fame, and power, shut themselves up daily with the children of the country, and patiently instill into youthful minds the great lessons of science and civilization. Courageously taking their stand between the outgoing and the incoming generations, they offer themselves as the connecting links by which the wisdom and culture, which would otherwise depart with the old, may pass to the young, and thus save the world from lapsing into barbarism. Nay, more—they add to the culture they transmit, and thus keep the world in progress—urging each fresh generation to higher levels of thought and civilization. Woe to the State that has no teachers for its children; and scarcely less woe, if it shall fail to afford to these teachers means of culture, and wages that shall enable them to keep working. Commending to the firm friendship and cordial coöperation of the friends of learning, and to the teachers of Michigan, the able and earnest officer whom they have chosen as my successor, I close my official work in the assured hope that Universal Christian Education is the coming heritage, as it is the culminating glory, of the human family.

A MINER'S COMMENTS.—

Editors California Teacher:—In looking over your Number of December, I noticed an article headed "A Teacher's Growl," which made me think of what I heard of an old Negro that was in the habit of preaching. Some one asked him what pay he had for preaching, the Negro said, "two bits; the man said, "that's dam poor pay;" the Negro said, "dam poor preach!" and I came to the conclusion, that if the author of the above-named article was as sensible as the old Negro, he would come to the same conclusion—that he got all he earned—if it was "Chinaman's wages." I was about to start with a subscription for a school—thinking that I might get something from the TEACHER to encourage me to go on. We are poor, and scattered over a great deal of ground, so it is a hard matter to keep school at all; but we have been willing and liberal, according to our ability. Some of us work at mining, some on the farm, hotels, etc., for a very small wages—perhaps less than a "Chinaman's wages." But out of our wages, small as it may be, we are willing to give a part to support a school. But, could I believe that the author of the "Teacher's Growl" was a specimen of California teachers, I should give up the idea of receiving money for schools—particularly when I have to work for a living, and live among those that have to work. Suppose we do hire a teacher of this kind, and pay him more wages than we get ourselves, he would look down upon us with contempt—"Chinaman's wages, etc." I wish the schools of California to prosper, and the same to all that work for the benefit of schools.

WILMINGTON JOURNAL.—San Francisco has lost a good printer; the Young Men's Christian Association a good President; and the Wilmington people have gained a good Editor, in the person of our friend, Wm. M. Cubery, Esq. The *Journal* is good reading now-a-days. "As is the teacher, so is the school" —as is the editor who devotes his time to the duties of his post, so is the paper. Therefore, the *Wilmington Journal*, at five dollars per year, is cheap to all who desire a knowledge of what is doing in the southern portion of California.

TO TEACHERS.—Particular attention is called to the advertisement of the San Francisco Board of Education in the present number. The State Board of Examination will grant certificates based on the results of this City Examination as heretofore.

SCHOOL DESKS.—The attention of trustees is called to the advertisement of school desks published in the present number. It speaks for itself. We may add, however, that many of our leading educators have furnished written testimonials of the excellence and cheapness of the desks to which reference is made.

PROF. JONKHEYM has opened evening classes in the State Normal School Building, on Post Street, near Kearny, for the purpose of teaching the modern languages. He was engaged several years as Professor of French and German in the University of the Pacific, at Santa Clara, and is a man of finished scholarship and high moral and religious character. We recommend him as a teacher of no ordinary ability.

GOOD ADVICE.—The best advice we can think of for some teachers in this State, just now, is to subscribe for *Barnard's Journal of Education.*

STATE NORMAL SCHOOL.—We call attention to the advertisement of this institution in our advertising pages.

NEW BOOKS.—The following new books have been received:

COMPARATIVE GEOGRAPHY. By Carl Ritter. Translated by Wm. L. Gage. Philadelphia: J. B. Lippincott & Co. San Francisco: A. Roman & Co. pp. 220.

Ritter has the reputation of being the father of Historical Geography; but hitherto he has not been much known to Americans, and the dress in which he has been shown to them by the labors of Mr. Gage has been not altogether pleasing. The profound knowledge of Ritter can never be disputed; but his style of expressing that knowledge, if correctly reflected by his translator, is certainly unhappy, and does not compare favorably with Humboldt's, and especially with Guyot's. The student must always be interested in the wonderful abundance of *his* information; but if this information was given in the language of Guyot we are sure it would be much more interesting. This volume consists of the courses of lectures by Ritter before the University of Berlin, and contains much reliable information which can be used in school-room daily by any active teacher. Ritter was the first, we think, to show to the world that geography was a science of relations, and not a mere mass of unorganized facts, as the relation of a country to its national life, and to the civil structure or State. He

treated it as an organized unity, and made the Earth the *home* of man—the theater of soul, and mind, and character. He thought that every people was the reflection of the country which it inhabited; that the first step in Geography was to study closely the district where we live, and take that for our point of departure. Geography should use all sciences to illustrate its own individuality; but is not to sink its individuality in all or in any. The arrangement of the matter in this volume is better than that of the previous volume. The Geographical Studies, and the Introduction, which is the Introduction to Ritter's Course of Lectures, is worth alone the price of the volume, as it reveals his whole plan of treatment of Geography, as a prominent and distinct science, and shows how insignificant have been our ideas of it hitherto. We heartily recommend it to all teachers.

GOLDEN LEAVES FROM THE AMERICAN POETS. Collected by John W. S. Hows. New York: James G. Gregory. San Francisco: H. H. Bancroft & Co. pp. 532.

In our November Number we announced the Golden Leaves from the British Poets. The companion volume is now before us with the same beautiful dress, and with selections made with the same excellent judgment. The number of authors is somewhat enlarged, comprising names that are quite unfamiliar to the general reader, but there are few poems whose presence we regret. Prof. Hows has done good service by his labors in the preparation of this series; and while we know from the impression he made upon us, as our old teacher in Elocution, that it has been a "labor of love," we trust that many of our readers will manifest their appreciation of the beautiful by securing the series; and thus, while enriching themselves, make some tangible return to the compiler and his publisher for their good work.

COAL AND COAL OIL: OR THE GEOLOGY OF THE EARTH. Being a popular description of Minerals and Mineral Combustibles. By Eli Bowen, Professor of Geology. Philadelphia: T. B. Peterson & Brother. San Francisco: A. Roman & Co. pp. 494.

The student of geology may derive much amusement from Prof. Bowen's treatise, though we suspect even he may be somewhat surprised to find therein a disquisition on the Trinity, as well as a minute description of Noah's ark and its contents. The man whose fingers are burning to obtain the precious substance that coal and coal oil are supposed to bring, will find little in these pages to aid his efforts to become practically and theoretically familiar with the subject. The book seems to be an old publication on geology, enlarged by a few pages concerning petroleum, and christened by the publishers "Coal and Coal Oil," that thereby they might obtain speedy profits from the unsophisticated purchasers of oil stock. We recommend our readers to let it alone severely.

THE AMERICAN UNION SPEAKER. By John D. Philbrick, Superintendent of the Public Schools of Boston. Boston: Taggard & Thompson. pp. 588.

This new Speaker is a valuable addition to school literature. Its typographical appearance is superb; we know of nothing among school books which equals it. The selections, both of prose and poetry, are made with good judgment. In addition to the standard pieces which are never old, the literature of

the present time is largely represented. We notice extracts from the speeches of Baker, our own "Gray Eagle," and from the addresses of Thomas Starr King. Whittier, so long *tabooed* in our school-books, finds a place among the poets. Sumner, Ben Butler, Dickinson, Anderson, Holt, Holmes, Curtis, Beecher, Parker, Holt, and Abraham Lincoln, fill prominent places in its pages. Even the school-books mark the progress of ideas in this war. During the last twenty-five years our books have been under a censorship so rigid that nothing hinting at slavery could find a place in them; and of late years the poets could not be allowed to sing of liberty, freedom, or the dignity of labor. In some school districts in this State the book will not be in demand, though it is much needed. Some teachers who think the "oath of allegiance" is patriotism enough to last them for a life-time, need not waste their money on it. We commend this book to all common schools, academies, and colleges which sail under the American flag.

THE CULTURE OF THE OBSERVING FACULTIES IN THE FAMILY AND THE SCHOOL: OR THINGS ABOUT HOME, AND HOW TO MAKE THEM INSTRUCTIVE TO THE YOUNG. By Warren Burton, author of "The District School as it Was," and "Helps to Education," etc. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 170.

Mr. Burton has given parents a right good talk in this little book. Few terms are used which the average education received among American people would find mysterious; and the hints given, while not particularly new, are better than if they were, for they rouse no opposition in the mind, being welcomed as old friends. Perhaps the hight of the author's success in his work may appear from this very fact, that he has reached a point where his art is concealed. Though designed primarily for parental use, we do not know of a better method for our teachers to improve than by giving an hour or two for a quiet study of its pages.

SCIENCE FOR THE SCHOOL AND FAMILY. Part III. Mineralogy and Geology. By Worthington Hooker, M.D. New York: Harper & Brothers. Illustrated by two hundred engravings.

This new publication is a valuable book for the teacher's desk. Its language is plain, and its statements suited to the capacity of new beginners. It will be liked by all except those who seem to think that elementary books must be a compendium of science. It is inferior in no respect to Dr. Hooker's previous works, which have been so generally popular.

HILLARD'S READERS. A new series of Readers, by G. S. Hillard. Boston: Brewer & Tileson.

We received some months since a full set of these readers for examination, but have not found time to peruse them carefully until now. The series is a good one. The Fifth Reader is made up of excellent selections. For common school use we vastly prefer Willson's series; but there are some who desire readers simply for elocutionary training. To such we commend Hillard's Readers as worthy of a careful examination.

THE

CALIFORNIA TEACHER.

JUNE, 1865.

Vol. II.] SAN FRANCISCO. [No. 12.

SCHOOL ARCHITECTURE.

We cheerfully devote this number of the Teacher to the subject of School-Houses and School Furniture.

By the courtesy of the City Board of Education we are enabled to present our readers with fine wood-cuts of the three largest school edifices in San Francisco. The Lincoln School-House on Fifth Street near Market, the Denman on the corner of Bush and Taylor streets, and the Grammar, corner of Washington and Mason streets, were designed by Wm. Craine, architect, to whom we are indebted for the descriptions accompanying.

LINCOLN SCHOOL-HOUSE.

"This school-house is pronounced, by those who ought to know, to be one of the finest and largest on the American continent. The architect is William Craine, and the contractor Stephen N. Roberts, and the building is a monument to their capacity in their respective vocations.

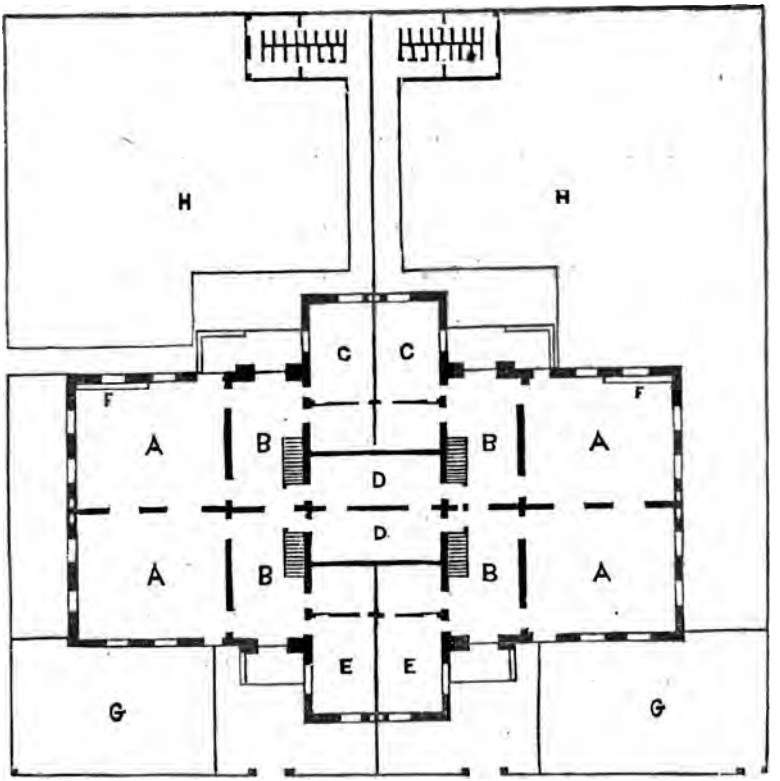
The building was begun last August, and is to be completed in June, in time to be occupied at the opening of the next school year. It will cost, when finished, about $80,000. The building is already so far completed that a brief description of it may here be given. It is located on the southerly side of the lot belonging to the Board of Education, on the corner of Fifth and Market streets. The size of this lot is two hundred and seventy-five feet square. That por-

Wm. Craine, Architect.

LINCOLN SCHOOL-HOUSE.

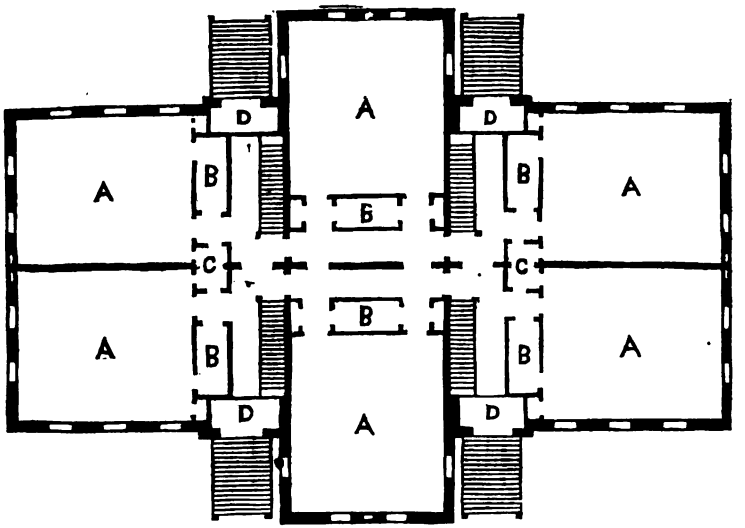
tion set apart for the Lincoln School is one hundred and seventy-five feet square, and will be inclosed in front by a brick wall and balustrade fence; while the play-grounds in the rear will be surrounded by a suitable inclosure which will separate the scholars, during recess, from the streets and adjoining property. The plan of the school building is cruciform, one hundred and forty-one and

a-half feet long by sixty-three and a-half feet wide in the body; the wings are eighteen by thirty-three feet; and the whole covers a superficial area of 10,137 feet. It is built of brick, of course, and in a very substantial manner, with a basement, two stories, and an attic, terminating with a Mansard roof, which is surmounted with a cupola, and surrounded with a balustrade. The basement is nearly above ground, and the walls of the attic square. The exterior has a pleasing, expressive, and ornamental appearance. It is to be finished with cement, painted, and sanded to a light color, which will give it an air of cheerfulness. The style of architecture is called Renaissance, which, as used by the French architects, means to be renewed or born again.



BASEMENT AND YARDS.

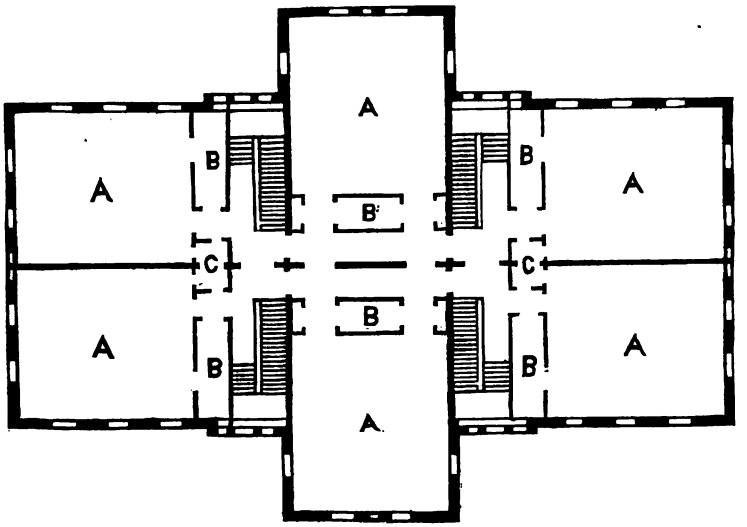
A A.—Boys' gymnasium.
A A.—Girls' gymnasium.
B B.—Halls.
C C.—Store-rooms.
D D.—Furnace rooms.
E E.—Janitor's rooms.
H.—Girls' yard.
F F.—Lavatories.
G G.—Front yards.
H.—Boys' yard.



FIRST STORY.

A A A A A A.—Recitation rooms. C C.—Teachers' rooms.
B B B B B B.—Wardrobe rooms. D D.—Vestibules.

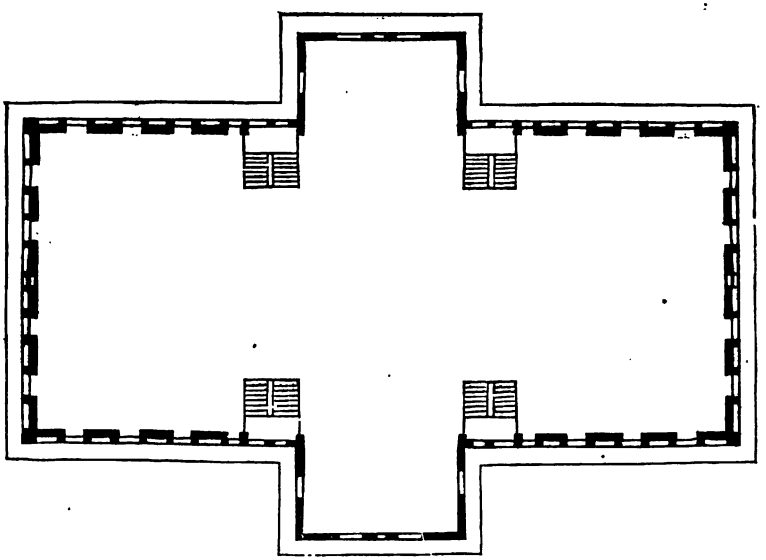
The walls of the basement and principal story are two feet thick; above that, they are eighteen inches thick. The joists of all the



SECOND STORY.

A A.—Recitation rooms. B B.—Clothes-rooms. C C.—Teachers' rooms.

floors are three by seventeen inches. The hight of the basement in the clear, is eleven feet; principal and second stories, fifteen feet; while the attic or assembly hall, which forms one room throughout the building, is eighteen feet in the clear. Four capacious stairways communicate between the basement and the attic. The ingress and egress to the building are very ample, safe, and convenient, and consist of ten large door-ways—four in front, just at each side of the main building, and six in the rear, four of them corresponding with those in front, giving an extent for these purposes of seventy-two feet in breadth. The interior is well lighted and ventilated throughout. The windows are of ground glass, which is a new thing in public buildings here, and very economical, as it dispenses with curtains and blinds. Fresh air is introduced through the apertures near the doors, which are regulated by registers, while the impure air escapes through ventilators near the ceiling.



ASSEMBLY HALL.

The distribution of the principal and second stories is uniform, each containing six school-rooms of twenty-nine by thirty-four feet; six wardrobe-rooms, six and a-half by twenty and a-half feet; two teachers' rooms, six and a-half by nine feet; and two halls, eleven

feet four inches wide, running through the building transversely, with stairways at each end, reaching to the attic or assembly hall. The attic, as before remarked, is in one room, but is capable of the same arrangement of the stories below. This is also true of the basement, which will, for a time at least, be occupied, in part, by pupils, and, in part, for the purposes of gymnasium, teachers', janitor's, and furnace rooms. The size of the two rooms for gymnasium objects are thirty-two by fifty-nine feet each. All the wardrobe-rooms are to be supplied with marble-top washstands and water. Each pair of school-rooms are so constructed that a person can pass from one to the other by way of the wardrobe-rooms, which obviates the necessity of going into the hall.

Only two stories and a part of the basement will, for the present, be occupied for school purposes. Their combined capacity will seat eight hundred pupils. Of course, if the attic and basement should be used in full for the same objects, it will increase the school accommodations to 1,000 or 1,200 pupils.

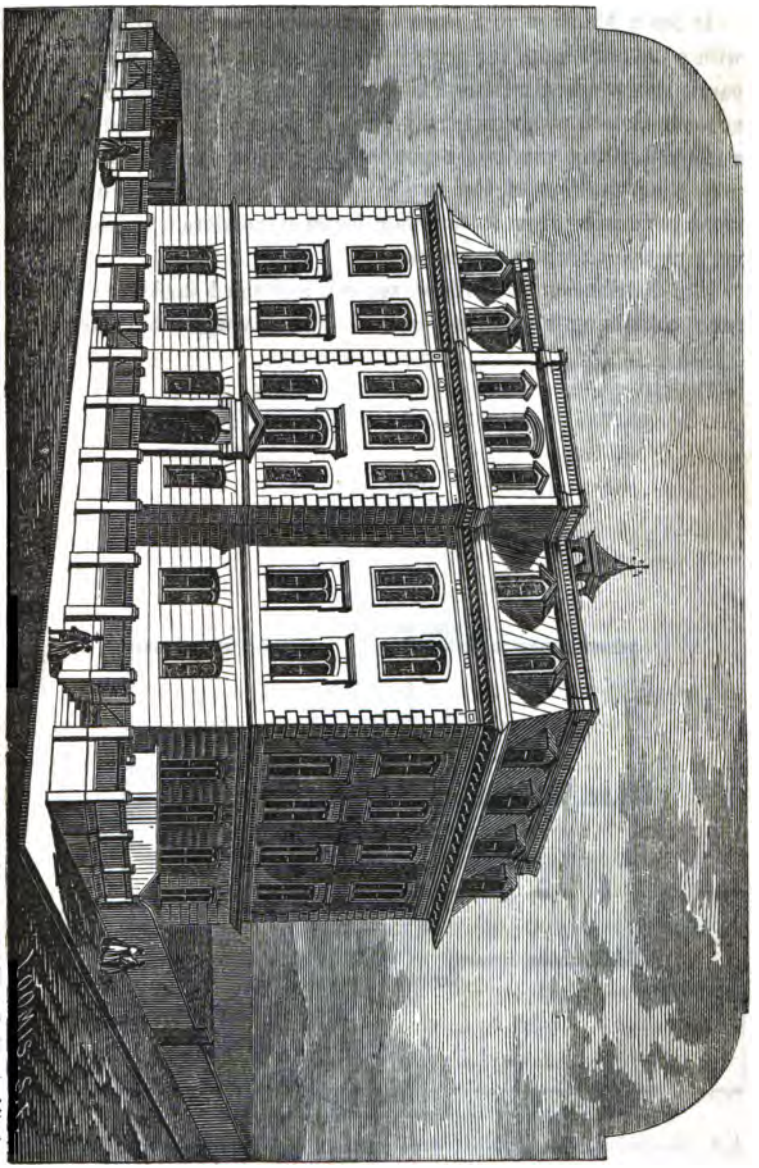
The following will give some idea of the vast amount of material used up in a building of this kind. By measurement, there are 1,149,611 bricks in the walls and four hundred and fifty-one feet of granite in the sills of apertures in the basement. The wrought iron amounts to 6,288 pounds; cast iron, 20,574 pounds. There are 663,000 feet of lumber: 2,500 yards of cement work on the exterior, and 7,800 yards of plastering in the interior. The number of lights in the windows is 2,052, or 8,840 feet of ground glass.

The following shows in detail the contract prices for the various kinds of work, etc., in the construction of this fine building, which must be looked upon as an ornament to the city and a credit to the School Department:

Excavation and grading, $500; brick work, etc., $28,000; granite and flagging, $1,424; wrought-iron work, $475; cast-iron work, $1,955; tin work, $2,444; plastering, etc., $5,353; plumbing, $700; ventilators, $450; wood work, etc., $32,616; stoneware pipes, $100; painting, etc., $3,184; total, $77,201; lumber furnished by the Board of Education, $4,693.32; total amount of contract, $81,894.32."

DENMAN SCHOOL-HOUSE.

"The plan of the building is a parallelogram of ninety-eight and a-half feet by sixty-one feet, having its entrance on the long sides



DENMAN SCHOOL-HOUSE.

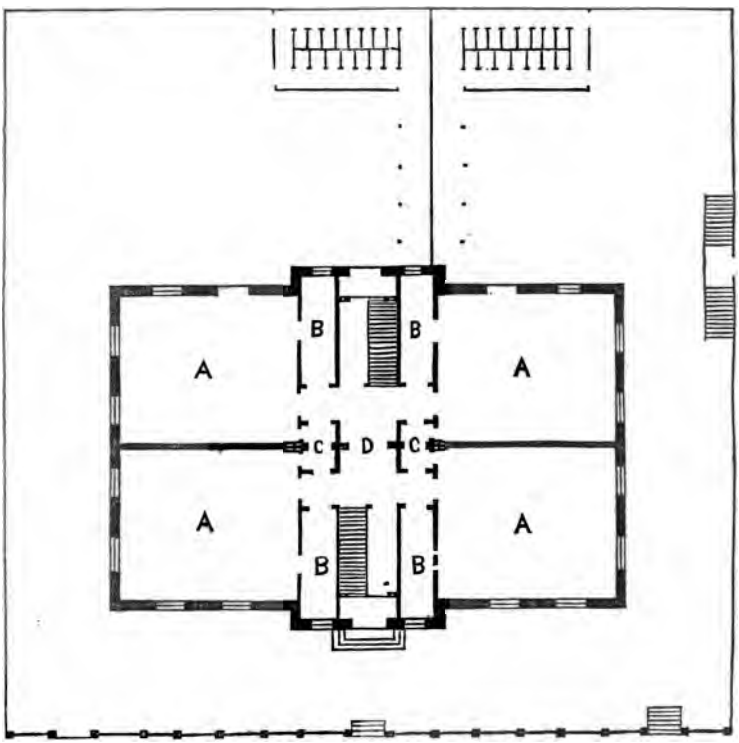
Wm. Craine, Architect.

in projecting portions, each twenty-nine feet by three and a-half feet.

The building is three stories high, the first being thirteen and a half feet, and the second and third stories, each fifteen feet high.

It has a Mansard roof, surmounted with a cupola and surrounded with a balustrade, to the top of which the projecting portions are carried perpendicularly from the bottom, thus increasing the interior accommodation of the attic, which is twelve feet high, and contains sixteen Luthern windows in its inclined sides, and six in the said projecting portions of the two fronts, which, together with the advantages arising from its superior location, renders it available and very pleasant for school purposes.

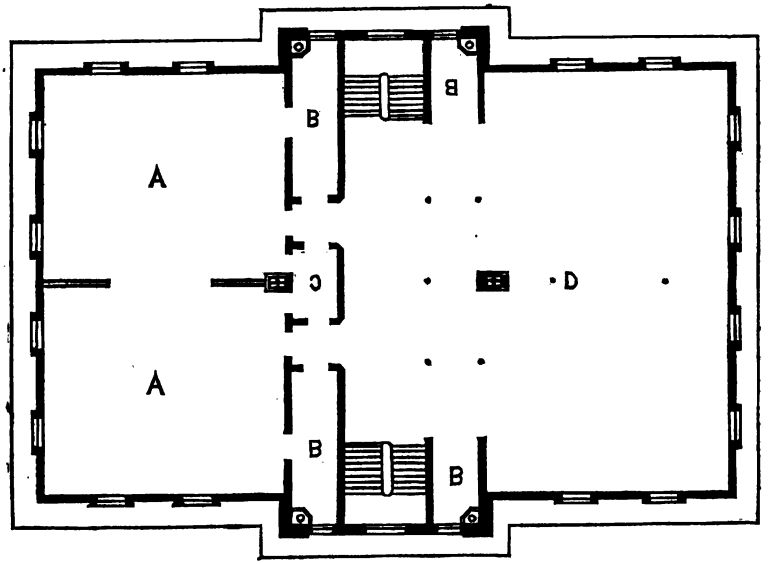
The distribution of the first, second, and third stories is uniform, each containing four school-rooms of twenty-eight by thirty-four



FIRST, SECOND, AND THIRD STORIES.

A A.—Recitation rooms. B B.—Clothes rooms. C C.—Teachers' rooms. D.—Hall.

feet; four wardrobe-rooms of six and a-half by twenty-one and a half feet; two teachers' rooms of six and a-half by nine feet; and a hall, eleven feet wide through the center of the building, transversally, with easy, spacious stair-ways at each end, which extend to the attic.



ATTIC.

A A.—Gymnasiums. D.—Assembly Hall. B B.—Clothes rooms. C.—Closet.

The attic contains two recitation-rooms, each twenty-seven by thirty-three and a-half feet, and an assembly-room capable of accommodating the entire school.

The ingress and egress are rendered safe and convenient by means of four spacious door-ways, one in front, and three in the rear; the interior is well lighted and ventilated throughout.

Fresh air is introduced through apertures near the floor, and regulated by registers, while the vitiated air is allowed to escape through ventilators near the ceiling.

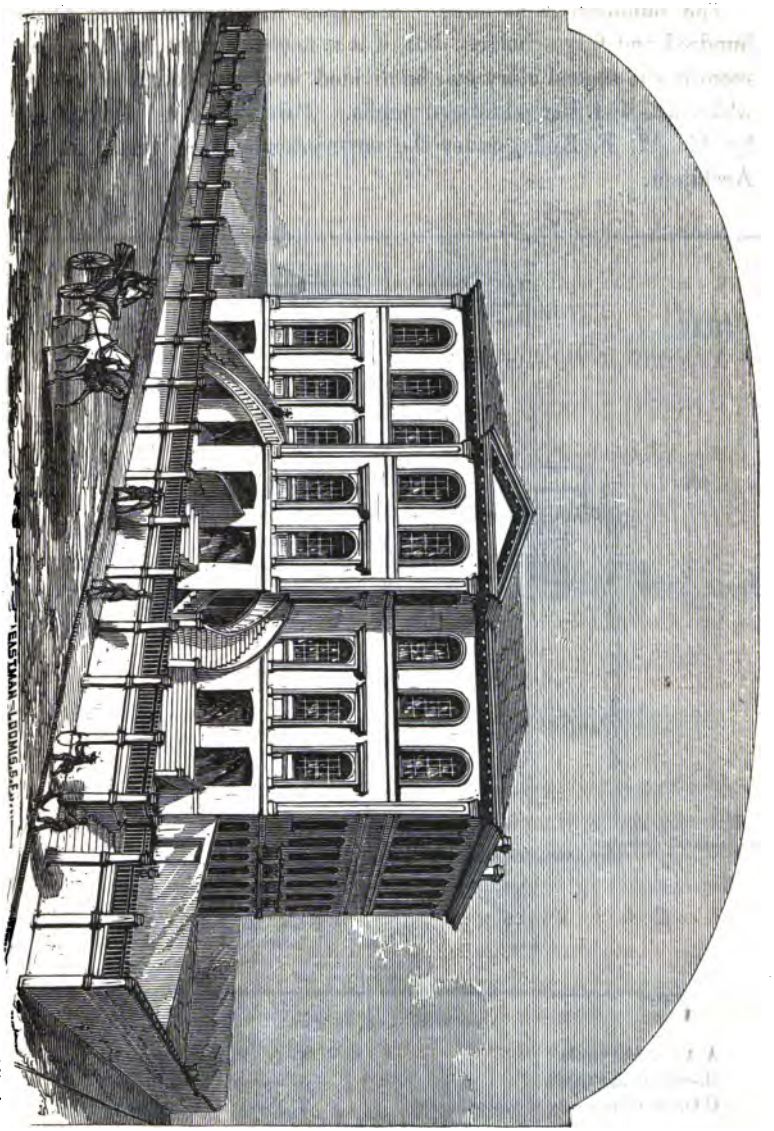
All the wardrobe-rooms are supplied with marble-top washstands and water; the windows have inside folding blinds. The exterior has an expressive, pleasing, and ornamental appearance. It is finished with cement, painted, and sanded to a light color, which gives it an air of cheerfulness.

The yards are inclosed, in front, with a brick wall and neat fence; while the play-grounds in the rear are surrounded by a high inclosure, which separates the scholars from the streets and the adjoining property."

GRAMMAR SCHOOL-HOUSE.

"This building is located in the center of a fifty-vara lot, and has a front of eighty-one and one-fourth feet on Washington by sixty-two and one-fourth feet in depth, with a portico projecting eight and one-half feet by twenty-two in width. It is two stories high, with a basement nine feet in the clear, which is divided into store-rooms, lavatories, and two large halls for recreation, calisthenic, and gymnastic exercises for the girls and boys. This basement is about on a level with the yard, with which it communicates by means of open arches, thus forming convenient and pleasant covered play-grounds to protect the children from the heat of summer and the inclemency of the rainy season. This method of constructing basements is a vast improvement upon the old system. The first story is divided into two front recitation rooms, twenty-six by thirty feet, and two rear recitation rooms, twenty-eight and one-half by thirty-three feet. The second story is divided into two recitation rooms, twenty by thirty feet, and one general hall, thirty-three by fifty-eight feet. The rooms on both floors are so arranged, by means of sliding and swinging doors, that they can all be thrown, at a moment's notice, into one large session room, for the purpose of general exercises—such as singing, opening and closing the school, object lessons, etc. There are four large halls of entrance—two in front, and two in the rear—which will render the ingress and egress from the building safe and convenient. The study and recitation rooms, on the first and second floors, are fourteen feet in the clear, and are as well ventilated as a large building can be without central halls to produce free circulation.

Fresh air is introduced through ventiducts near the floor, while the foul gas is allowed to escape through ventilators near the ceiling. The circulation of air is regulated by sliding registers, opening into the ventiducts. Although the general plan of the building is simple, yet, when finished, it will present a pleasing and ornamental appearance. Venetian blind transoms have been placed over the doors, which contributes to give the rooms a cheerful and

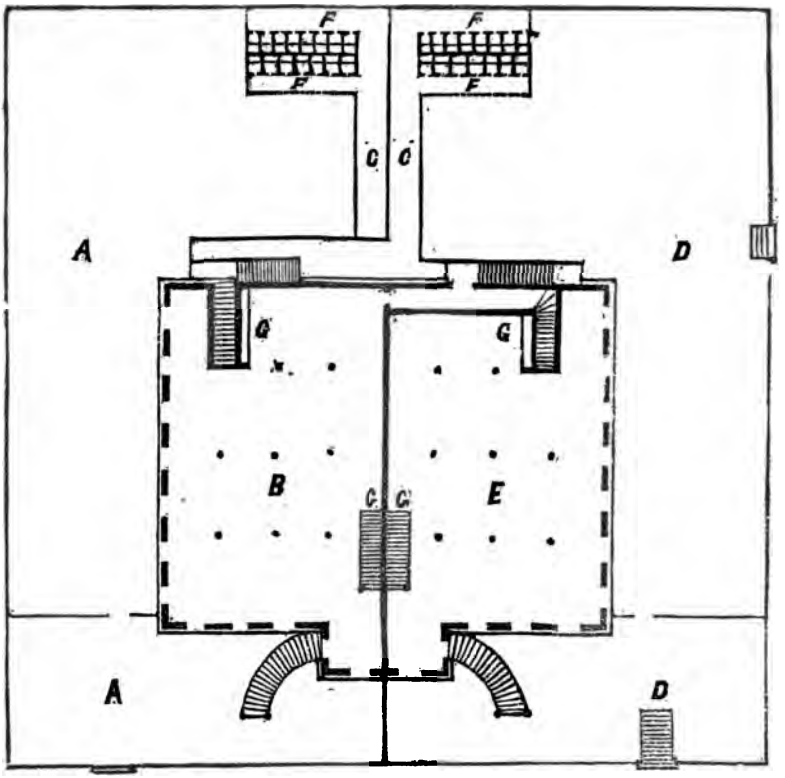


GRAMMAR SCHOOL-HOUSE.

Wm. Craine, Architect.

airy appearance. The yards, which are elevated several feet above the streets, are inclosed in front with a neat picket fence; while the boys' and girls' play-ground in the rear is surrounded by a high inclosure which separates the school from the streets."

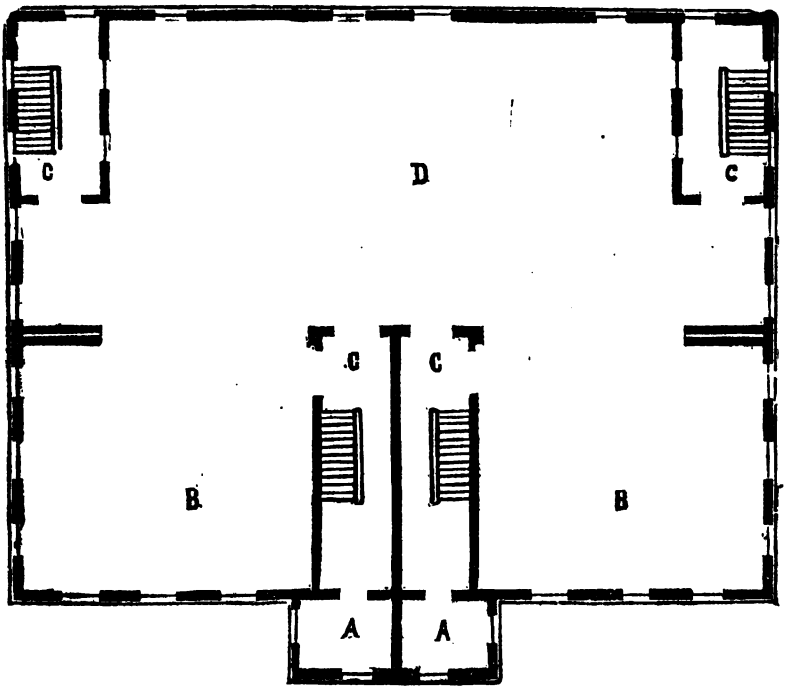
The building, as at present arranged, will accommodate three hundred and fifty scholars; but, if it is necessary, the large session room in the second story can be divided into two recitation rooms, which will seat fifty additional pupils. This house was also erected by Mr. W. F. Kells, under the superintendence of Wm. Craine, Architect.



BASEMENT AND GROUNDS.

A A.—Girls' yards.
B.—Girls' basement.
C C.—Covered way to water-closets.
D D.—Boys' yards.
E.—Boys' basement.
F F.—Water-closets.
G G.—Lavatories.

The contract price for the building, fencing, and grading the lot, was $16,800; cost of lot, $9,000; furniture and extras will probably cost $4,500—total, $30,300.



SECOND STORY.

A A.—Teachers' rooms.
B B.—Recitation rooms.
C C C C.—Halls and stair-cases.
D.—Session room.

We give the foregoing to illustrate the progress of school architecture in San Francisco—not as models for county school districts.

We shall make, however, a few suggestions for the benefit of Trustees who may have occasion to build houses, and illustrate our comments by such materials as we have on hand.

LOCATION.

The location of the house will usually be nearly determined by its proximity to the greatest number of families. The central point of the district is the primary consideration. Yet, if Trustees and citizens are men of common sense, they will allow a departure of a few rods from the mathematical center, if by so doing a pleasant site can be secured. It is bad economy, where land is worth only twenty dollars an acre, to crowd the school-house into the road or locate it in somebody's unfenced field. It is not good economy to

select a rocky mound, bare of shrubbery and too barren to ever grow any, when twenty rods from the spot, the house may be built under the protecting shade of an oak grove. Every house in the country should have a fenced play-ground of at least an acre of land. If it contain no shade trees, then locust or sycamore trees should be planted at once.

LIGHT.

The greatest defect of country school-houses, built for ungraded schools, is their small size. Small houses are built because they are cheap; and lumber is dearer than air, or light, or comfort, or the health of the children.

Build your houses large, not only on account of the comfort of the children who will immediately attend, but for the purpose of providing for a rapidly increasing population. Many of the houses in this State, twenty by twenty-four feet, and seven feet in hight, have fifty, and sometimes sixty or seventy children crowded into them. The air of such rooms is impure, even when half the windows are open. The hot sun of a California dry season scorches through the light roof and burns all vitality out of the sweltering children. We only wish economical trustees who put up such shanties, could be compelled to imprisonment in them for the term of thirty days; they never would build any more.

A school-house for thirty children should contain at least six thousand cubic feet of air, or two hundred feet per scholar; that is, it should be at least thirty by twenty feet, and ten feet in hight. If for fifty scholars, its capacity should be at least thirty by thirty-six feet on the ground, and ten feet high, or still better twelve feet high.

PLAN.

Having determined the size, the next important point is the style of architecture. Unless the Trustees adopt the "Box style," the prevalent one in this State, they should consult some work on School Architecture, such as "Barnard's" or "Johonnot's Country School-Houses;" or they should secure the services of some competent architect. Many of the small school-houses in the State are marred by some deformities either external or internal, which could have been avoided without additional expense, by the advice of some competent judge of school plans. A plain piazza would be

a great addition and ornament to most of the box-houses of the State.

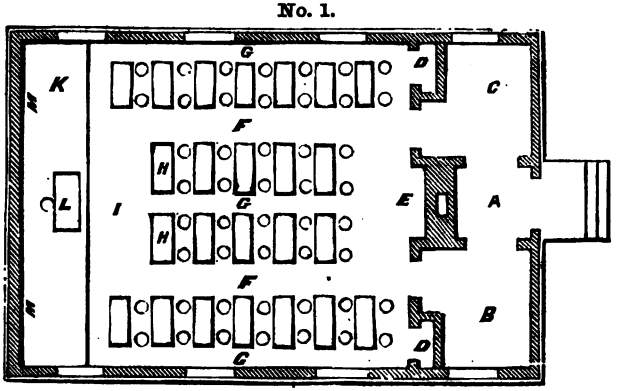
INTERNAL ARRANGEMENTS.

The best form for a school-room is a rectangle whose length is one-fourth greater than its breadth, with the teacher's desk at one end. The teacher's platform should not be more than six inches in hight, if any is built. In all rooms not larger than thirty by thirty-five feet, it is far better to have no platform whatever. The raised platform is a relic of the days when the "Teacher's Desk," was a huge pulpit, elevated in awful dignity over the heads of trembling urchins. A level floor economizes space and looks neater. The teacher's desk should be a light movable table, and never a "box." For male teachers, a strong office desk is the best.

There should be two entries, or halls, one for boys, another for girls, each supplied with hooks, mats, basins, and towels. The walls of the room should be lined with blackboards, commencing two, or two and a half feet from the floor. They should be made of composition set in the walls with the plastering. Where the walls are not plastered, the blackboards may be made of pine wood, painted and covered with a coating of liquid varnish. A broad aisle should extend all around the room.

No. 1.—*Plan for an Ungraded or a Primary School-House.*

No. 1.



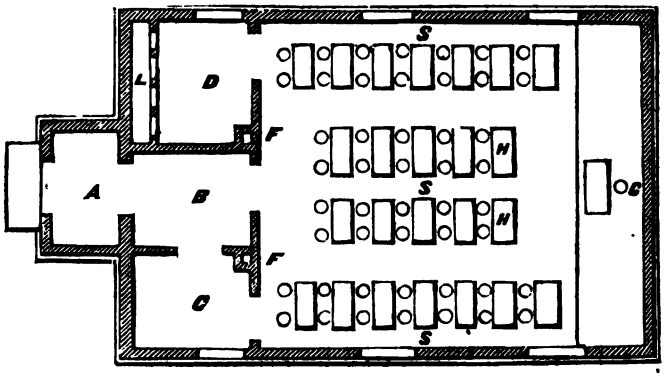
A.—Lobby, six feet square.
B.—Clothes room for girls, six by seven ft.
C.—Clothes room for boys, same size.
D D.—Closets for books.
E.—Fire place or recess for stove.
F F.—Passages two feet wide.
G G G.—Passages sixteen inches wide.
H H.—Seats for two pupils each.
I.—Space for classes at recitation.
K.—Platform four by twenty-two feet.
L.—Teacher's desk.
M M.—Blackboard.

This plan represents the ground floor of a school-house, one story high, twenty-three by thirty-four feet on the outside; thirteen feet high in the clear of floor and ceiling, and pitch of roof five feet. It will accommodate forty-eight pupils—two at each desk. The platform K, four by twenty-two feet, should be stricken out, and the floor left level; but as it is in the wood-cut we are compelled to give it.

No. 2.—*Plan for an Ungraded or a Primary School-House.*

The following plan represents the ground floor of a building twenty-three by thirty-four feet, one story high, thirteen feet in the clear, and pitch of roof nine feet. It differs from No. 1 in having an outside lobby made at the entrance, which gives an additional room, appropriated for library and recitation. The platform G should be cut out, and blackboards, three feet wide, set in the walls on the sides.

No. 2.

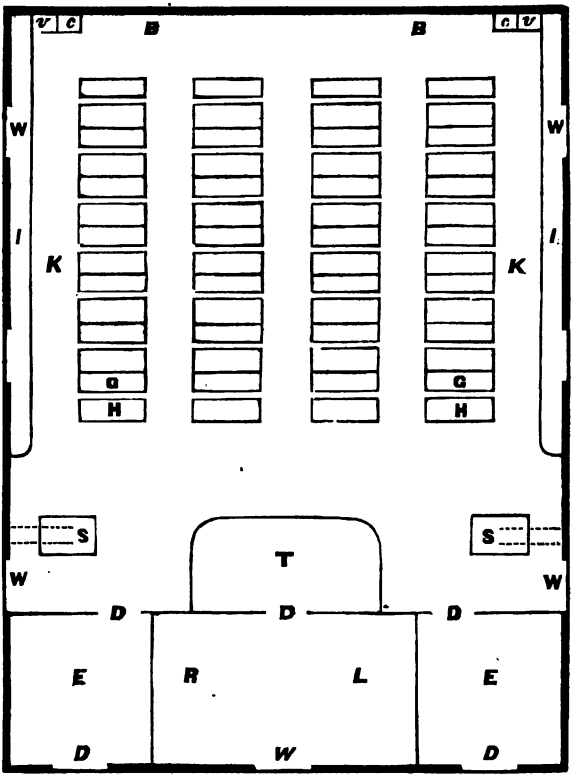


A.—Lobby or outside porch, five by six ft.
B.—Recitation or teacher's room, eight by eight feet.
C.—Girls' clothes-room, six by eight feet.
D.—Boys' clothes-room, six by eight feet.
F F.—One a smoke flue, and the other a ventilator, brought together in the loft, and topped out together.
G.—Teacher's desk, on a platform four by twenty-two feet, with blackboard behind.
H H.—Seats for two pupils.
L.—Library.
S.—Passages or aisles.

No. 3.—*Plan of a School-House for fifty-six Scholars.*

No. 3.

D D D D.—Doors.
E E.—Entries lighted over the outer doors, one for the boys and the other for girls.
T.—Teacher's platform and desk.
R L.—Room for recitation, library and apparatus, which may be entered by a single door back of the Teacher's desk, as represented in the plan, or by two, one on either side of the desk, as in the following plan, No. 4.
S S.—Stoves, with air tubes beneath and metal casing.
K K.—Aisles, four feet wide. The remaining aisles are each two feet wide.
c v.—Chimneys and ventilators.
I I.—Seats for recitation.
B B.—Blackboard, made by giving the wall a colored hard finish. Wall blackboards should also be made on the side-walls marked K K.



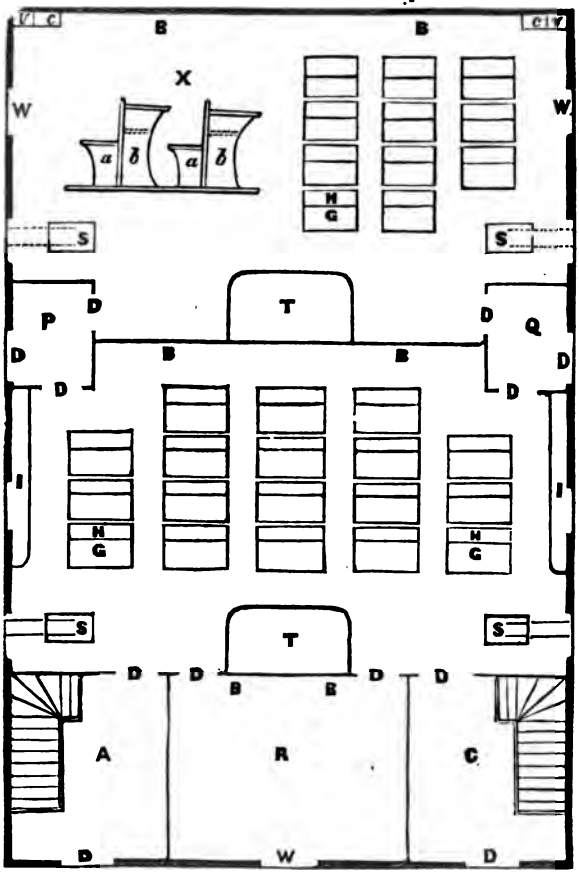
[Size, thirty by forty feet. Scale, ten feet to the inch.]

No. 4.—*Primary and Intermediate Department on same floor.*

The following plan represents the manner of arranging a graded school—the primary and intermediate departments on the first floor. Provision is also made, as shown by the flight of stairs represented in the lobbies, A and C, for a grammar school on the second floor. If only two grades are contemplated the building need only be one story in hight, and then the plan will answer either for primary and intermediate, or primary and grammar departments. It would not be difficult to devise a better plan than this, but we give it as containing some good features.

No. 4.

[The size of the room is thirty-six by fifty-four feet. The scale of the cut twelve feet to the inch.]



A.—Entrance for boys to high or grammar school, on second floor. If there be no second floor it may represent lobby, or clothes room, for boys of primary and intermediate, or primary and grammar departments, in which case the other entrance P may be dispensed with.

C.—Entrance for girls to high or grammar school. Same remarks apply.

P.—Entrance and lobby for boys to the primary and intermediate departments.

Q.—Entrance and lobby for girls to the same.

D D.—Doors.

W W W.—Windows.

T.—Teacher's platform and desk.

G H.—Desk & seat for two scholars, a section of which is represented at X in the primary department, of which *a* is the seat and *b* the desk, made together.

I I.—Seats for recitation.

B B and I I.—Black-boards.

S S.—Stoves in casing, with air tubes beneath.

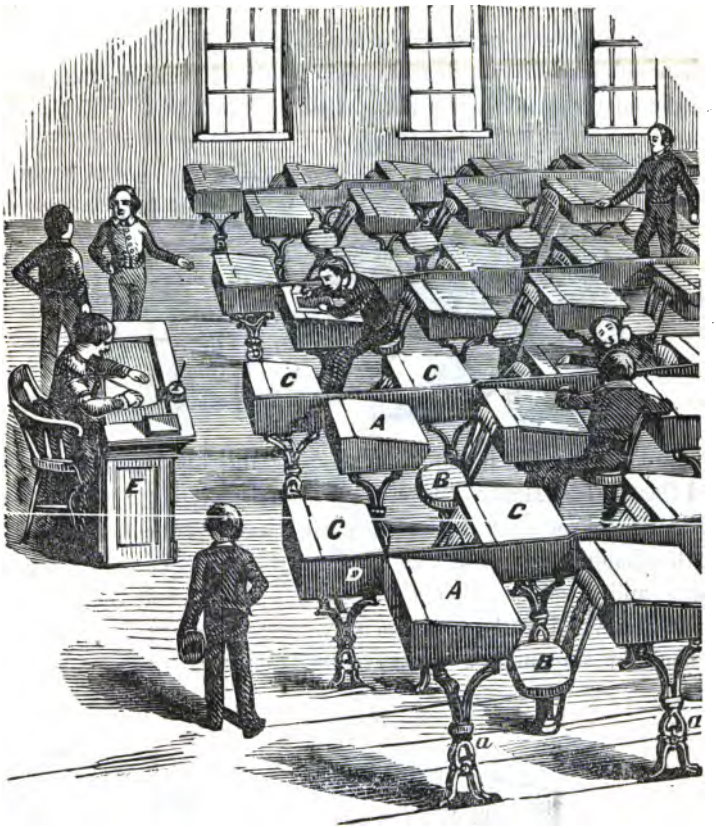
R.—Room for recitation, library, and apparatus, and other purposes.

c v.—Chimneys and ventilators.

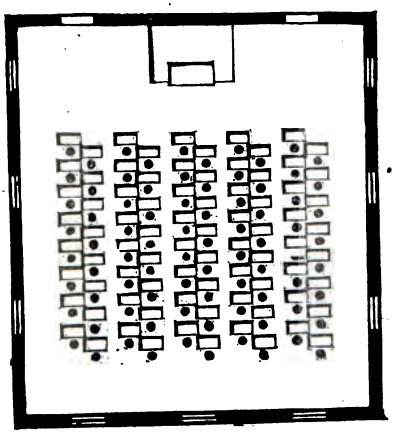
ARRANGEMENT OF SEATS AND DESKS.

The desks should be faced towards a wall containing no windows, or if any they should have blinds or curtains, or the panes should be frosted. We give below a cut representing the "diagonal arrangement" of single desks, used in some of the San Francisco schools, in which the space is too small to allow aisles between each line of desks.

No. 5.



No. 6.

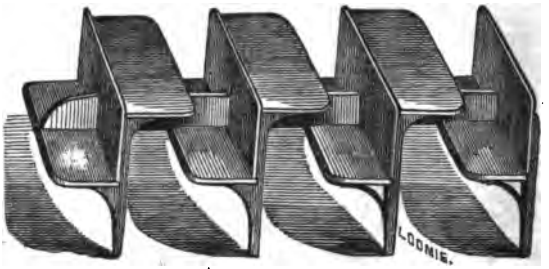


No. 6 represents Woodcock's Patent Improved Diagonal Arrangement, the school-room being the same size—thirty-two by thirty-five feet—containing eighty single desks and chairs, and accommodating the same number of scholars as can be seated at double desks. The desks are fifteen by twenty-four inches.

DESKS AND SEATS.

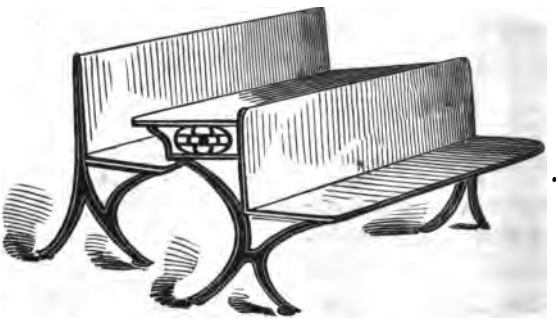
We give below a cut of "Warren Holt's Improved School Desk." When well made it is a durable and comfortable desk, and possesses the advantage of being made in movable sections.

No. 7.



The following is a cut of "Easton & Brother's Combination Desk and Seat," 725 Market Street, San Francisco. Here is what the makers claim for it. "Attention is particularly called to the design of the Combination Desk and Seat, which is tasteful, convenient, cheap, and durable. The stanchions, or end pieces, are iron, to which the wood work is fastened by screws, making the desk convenient for shipping, as it can readily be put together by any carpenter.

No. 8.



COMBINATION DESK AND SEAT.

"The expense of this desk is but a trifle more than if made with the clumsy wood ends, while it contains, in a superior degree, all the essential requisites of a good desk and seat. The shape of the end pieces allows the pupil to get in and out of his seat easily and without noise; and a floor furnished with these desks is easily swept.

"The desk is durable, strong, and tasteful in appearance. The standard length of the desk for two pupils is three feet seven inches, and is made of four different sizes, with seats from seventeen inches to thirteen inches high, to accommodate all grades of pupils. No. 1 being the highest; Nos. 2, 3, and 4, in regular gradation. In addition there is a back seat, made to correspond with the others, to place in the rear of the room, or to use as recitation seats. The desk is permanently fastened to the floor by means of screws."

No. 9.

1 2 3

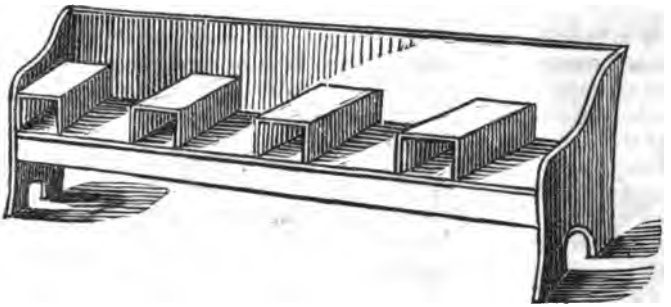
No. 9.—Ross' Union (Portable) Grammar School Single Desk and Chair, graded four hights, Nos. 1, 2, 3, as in the scale, suitable for pupils from eight to seventeen years of age. Size of desk two feet long seventeen inches wide; space required by chairs between the desks is seventeen inches.

No. 10.

1 2 3

No. 10.—Boston and New York Public Grammar School Single Desk and Chair, graded, Nos. 1, 2, 3, as in the scale, suitable for pupils from eight to seventeen years of age. Size of desk two feet long, seventeen inches wide; space required by chair, seventeen inches.

11.



PRIMARY BENCH.

BLACKBOARDS.

We quote the following excellent article from "Johonnot's Country School-Houses":

The first article of general apparatus indispensable in every school-room is a blackboard. There is scarcely a single exercise in the school but may be made

12.

PUBLIC SCHOOL CLASS ROOM BOOK CASE.
(Three by six feet.)

13.

IMPROVED METALLIC INK-WELL AND COVER COMBINED, (lined with glass.)

more clear and interesting by its use. With it, large classes are taught with as much facility as individuals are without it, and there is not a moment in a day when its aid may not be required to elucidate some difficult point, or to teach to the eye what the mind does not distinctly comprehend through the avenue of the ear. A teacher that thoroughly understands drawing can make it compensate, in a great measure, for the absence of almost every other kind of apparatus. We look upon the blackboard as a school-house fixture almost as important as the roof or foundation-stones; and in this age of the world, there is scarcely a corner of the country so benighted where an effort would be made to dispense with its use. The blackboard should be a large one, if possible of a size sufficient for all the members of an ordinary class to work at it at the same time. It should be about five feet wide, placed two feet above the floor, and should extend entirely across the side of the room facing the school. In large rooms, where this amount of blackboard would not be sufficient, others might be placed on the sides between the windows. A trough should always be placed beneath the board to catch the dust, and to serve as a shelf for chalk and wipers. In all the designs given in this work, the blackboard has been placed immediately in front of the school, occupying all the space on that side of the house not taken up by doors.

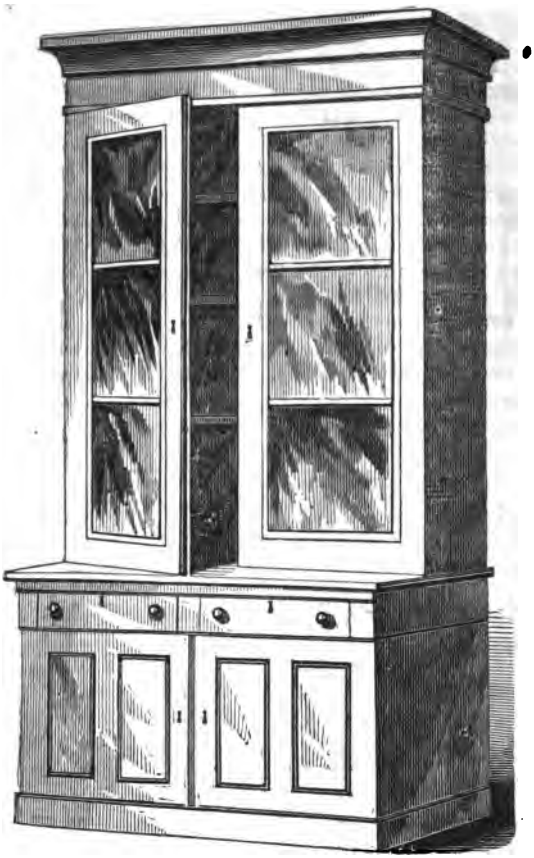
14.

TEACHER'S LEVEL DESK WITH NINE DRAWERS. (Twenty-four by sixty inches.)

Blackboards may be made as follows: Take thoroughly-seasoned clear pine planks, one and a-half inches thick, being careful to select those from which pitch will not exude; match them, and bring their surfaces to a perfect level and smoothness; set them in a frame, so that they may be driven together if they should shrink; then paint them thoroughly with the best kind of black paint, mixing with the last coat a quantity of pulverized pumice-stone, to make the surface slightly gritty, so that chalk marks can be easily made and distinctly seen. Blackboards made in this manner, will need repainting occasionally, but great care should be taken to avoid a shining surface that reflects the light. When a board becomes shiny, its dark, unreflecting surface may be restored by washing it in a mixture of lampblack, glue, and turpentine. A board made in this manner, requires great care, and must of necessity be quite costly, and many experiments have been tried to find some less expensive article that will supersede its use.

1. *The Black Wall.*—In constructing a black wall to be used in the place of a blackboard, care should be taken to have the foundation perfectly solid and unyielding. A brick wall would be the best, but it may also be made upon a lath and

15.

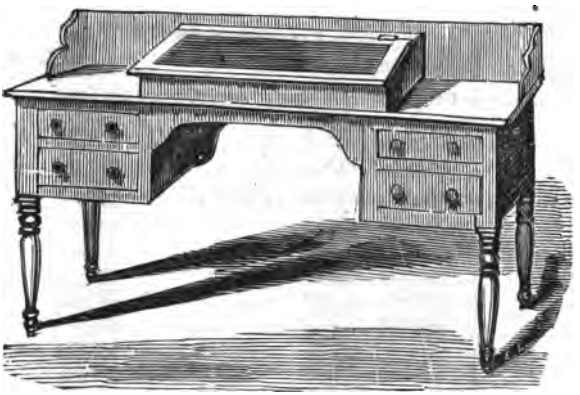


SCHOOL BOOK CASE. (Five by eight feet six inches.

stud partition, in which case the studs should not be more than one foot apart, and they should be thoroughly bridged before the lath is laid. The outer coat is made of the same materials as ordinary hard-finish, and is put on in the same manner, only a sufficient quantity of lampblack, dissolved in alcohol, is mixed with the plaster, to make the entire mass perfectly black. To succeed tolerably in making a black wall, it is necessary to have freshly-calcined plaster and pure white sand; and it should be put on by a workman who is accustomed to laying hard-finish. Many failures have occurred by neglecting these cautions. The following recipe, taken from the "Canada Journal of Education," is given as a guide to those who are unacquainted with the matter:

"For twenty square yards of wall, take three pecks of mason's putty (white finish), three pecks of clean, white sand, and three pecks of ground and calcined plaster; add to this mixture three pounds of lampblack dissolved in three gallons of alcohol, and lay it on evenly and smoothly."

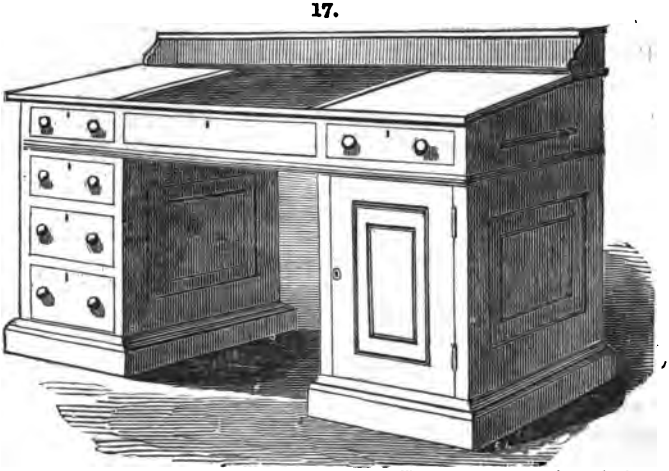
16.



TEACHER'S DESK WITH FOUR DRAWERS. (Twenty-four by sixty inches.)

2. *Paper Surface.*—The following recipe for a paper surface for a blackboard is given in "Barnard's School Architecture": "Cover the surface smoothly with ordinary wall-paper, taking care to remove all inequalities; then cover it with the following composition: grind a quantity of lampblack in alcohol, to entirely free it from lumps: mix with it the flour of emery and spirit varnish, using a sufficient amount of lampblack and emery to give the required black and abrading surface; and the varnish should contain only sufficient gum to hold the ingredients together, and confine the composition to the wall. The composition can be applied with a common paint-brush. The surface should be thoroughly dry and hard before it is used."

17.



NEW YORK PUBLIC SCHOOL TEACHER'S DESK. (Twenty-four by sixty inches and upwards.)

Peirce's Patent Slate Surface.—This liquid slating is invaluable as a coating for all wood blackboards. It is applied with a

fine brush, in the same manner as paint or varnish. A coating costs from five to ten cents per square foot, and will last several years. The surface never becomes glossy or shining, as is the case with paints, and the marks upon it can be seen, from any part of the room, at all angles. The surface is hard as stone, and is not injured by water or any other liquid. For marking on this surface, common chalk, or chalk-crayons, or soft slate-pencils can be used.

18.

CLASS-ROOM TABLE WITH ONE DRAWER. (Twenty four by thirty-six inches.)

Peirce's Patent Crayon is cheap, and having no chalk in its composition, makes no dust. The slating and the patent crayons are for sale by Warren Holt of this city, and at the bookstores generally. The price of quart-cans of liquid slate surface is at present two dollars and fifty cents; patent crayon, two dollars a gross. Teachers who desire to make daily use of blackboards, will do well to buy a can of this slating, at their own expense if the Trustees object to purchasing it.

A MODEL SCHOOL-HOUSE.

We quote the following picture of what a school-house ought to be, from a report, some years ago, by John D. Philbrick, the present City Superintendent of the Boston Schools:

Its admirable situation is what first arrests our attention, and disposes us to linger and enjoy the scene.* In conformity with the principles founded upon the laws of health and the dictates of taste, it is placed upon firm ground, on the southern declivity of a gently sloping hill, open to the south-west, from which quarter come the pleasant winds in summer, and protected, on the, north-east, by a thick wood. From the road it is remote enough to escape the noise and dust and danger, and yet near enough to be easily accessible by a smooth, dry gravel walk.

About it is ample space, a part of which is opened for play-ground, and a part is laid out in plots for flowers and shrubs, with winding alleys for walks. These grounds, it will be observed, are partially shaded by tall trees, not in stiff rows, nor in heavy clumps, but scattered in graceful irregularity as if by the hand of Nature. In the liberal play-ground, containing scarcely less than an acre, room has been found for a "specimen of the kingly, magnificent oak, the stately hickory, the wide-spreading beech, with its mass of shade, the symmetrical maple, with its rich and abundant foliage, the majestic elm, the useful ash, and the soft and graceful birch." In one corner is a cluster of the picturesque locusts, with their hanging, fragrant flowers; and the principal eminence is crowned with the hemlock and laurel, the most beautiful of evergreens. The flower-garden which lies between the building and the road, throws a charm around the spot, and gives it an air of elegance and taste. Here, in this school of Nature, where God himself teaches through his exquisite handiwork, the children, in hours of relaxation, may be seen among the roses, the viburnums, the honeysuckles, the sweet-briars, and many garden flowers, which fill the air with fragrance, unconsciously imbibing the love of the beautiful, and learning to find their pleasures and amusements in what is pure and lovely.

The building itself which occupies this well-chosen spot, is very different from most of the school-houses as they were but a few years since. From the size of some which we have seen, we might imagine that they were built for the purpose of packing the children in like pickled herring, instead of affording space for moving and breathing; while others, having been by the joint action of time and the vandal hands of the boys, clothed in dilapidation and ruin, present in their repulsive aspects, the very image of desolation and cheerless poverty.

It is quite otherwise with the one before us. Its generous size, its graceful proportions, and the good taste displayed in the finish, produce the most agreeable impression. Taken together with its pleasant grounds, it constitutes a view which charms every beholder, and is the fairest ornament of the village which it blesses. Within, everything is in keeping with the perfection which reigns without.

The preservation of health, the demands of taste, and the requirements of convenience, are equally regarded in all the provisions and arrangements. For each scholar there is a separate desk and chair, mounted on iron supports, and combining, in a high degree, elegance, comfort, and durability. The scholars are seated facing the north, and on that side of the room which is occupied by the teacher; the wall is covered with blackboards and maps. There, too, we find ready at hand, all needed apparatus, and a library, in a safe and convenient repository. The light is not admitted in front, to the great injury of the eyes, as is too often the case, but is received from the east and west, thus falling as it should upon the sides of the pupils, and affording the greatest supply when needed, namely, in the morning and afternoon. The warming apparatus is so constructed as to diffuse an equable temperature throughout the room, without subjecting any part to the extremes of heat and cold; while the apparatus for ventilation effectually removes the air as fast as it becomes unfit for breathing, and supplies its place with the pure, unadulterated atmosphere of heaven. Mats, scrapers, water, clothes-closets, and a suitable place for fuel, are all supplied.

And there it stands, the beautiful structure, with its little tasteful park, its shrubbery, its flower-pots, and all other needed appurtenances and ornaments. There it stands, the daily blessing of many children and youth who resort to it for the bread

of knowledge. There it stands, the surest guaranty of the future happiness and prosperity of the community among whom it is located.

It is itself a teacher. It teaches neatness and order. It promotes good morals and manners. It instils into the tender mind of childhood the love of the beautiful in nature and in art; and proclaims to every passer-by the dignity and importance of education. It is not a cold abstraction: it is a living epistle to be read of all.

But this fit home for the school to dwell in did not spring out of the ground, like Jonah's gourd, in a night. It cost treasure, and it cost labor—but it amply compensates for both. Such a school-house is far more economical than those of the poorest class. By a few simple operations in addition and subtraction, it may be shown that no district can afford to support a poor school-house. If any one doubts it, let him sit down with me and sum up the cost of keeping up such a concern. Reckon the sums of money you annually sink in paying teachers to work without suitable tools and means, not forgetting that, as a general rule, you will be compelled to put up with the poorest teachers, for the best will not put up with such accommodations without extra compensation. Add to this the loss of half or three-fourths of the school-time of your children. Calculate the value of that knowledge and intellectual culture which your sons and daughters are thus deprived of for ever. Compute, if you can, the amount of loss sustained in injured lungs and spines and eyes; in colds and fevers and consumption, and all the train of evils generated or aggravated by the defects of the bad school-house; and to this add its unhappy effect upon the taste and moral sentiments, those faculties which are so intimately connected with whatsoever things are lovely, and whatsover things are of good report.

Bring together these items in one grand sum total, and then say if any community can afford to support a poor school-house.

GENERAL APPARATUS.

Globe.—A small globe is an indispensable aid to the study of geography. "Joslin's Telluric Globe," which costs from ten to twelve dollars, is well adapted for use in ungraded schools. A larger common globe can be obtained for fifteen dollars. "Perce's Magnetic Globes," noticed in the TEACHER some months ago, will be found valuable.

Maps.—Every school should have a set of "Cornell's Outline Maps," as children form more correct ideas from large maps, than from the small ones in the text-books. Cornell's Maps are the best ones published for use of ungraded and grammar schools, and cost about fifteen dollars a set. Bancroft's Map of the Pacific States, which costs only ten dollars, ought to hang on the walls of all the ungraded and grammar schools in the State.

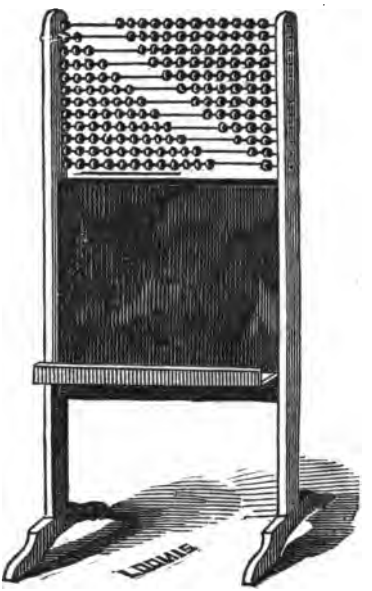
Colton's Geographic Picture Cards—which cost three dollars—ought to be furnished to every primary school.

Dictionary.—A copy of Webster's New Pictorial Dictionary, for reference by teacher and scholars.

Charts.—"Willson's School and Family Charts," which cost at the present time about twelve dollars, are indispensable accompaniments to Willson's Readers. They are of more practical use than either globes or outline maps.

Abacus.—Every Primary school ought to have an Abacus or Numeral Frame, which costs only a dollar and a half, and which is invaluable in giving elementary lessons in arithmetic.

19.



NUMERATOR FOR PRIMARY CLASS.

Penmanship.—A set of "Spencerian Charts" or of "Payson and Dunton's Charts" will cost but little, and will be exceedingly useful in teaching the much-neglected branch of writing.

Miscellaneous.—A box of geometric solids which will not cost over three dollars, is very desirable. Every well-furnished school ought to have the following articles, whose cost is very trifling but whose use in illustration is very important:

A foot-rule and a yard-rule for lessons in long measure.

Blocks representing a square inch and square foot.

Cubical blocks representing a cubic inch and cubic foot.

Gill, pint, and quart measures.

Ounce, quarter-pound, half-pound, and pound weights, avoirdupois, and scales for experiments in weighing.

A box of beans and a counting board for the first lessons in arithmetic.

Cabinet.—Every school ought to have a Cabinet Case for the preservation of curiosities, and common things—specimens of the various metals, iron, tin, copper, lead, zinc; of rocks, such as quartz, granite, slate, marble, etc.; of common chemical products, as salt, alum, and soda; of the different grains, as wheat, rye, barley, oats; of the kinds of wood, as oak, pine, redwood, and of a hundred other "common things," about which so many of our school children are uncommonly ignorant. Hardly a school in this State possesses any kind of a cabinet; a hundred might have had valuable ones, if the teachers had taken any pains, and had the Trustees provided suitable cases.

Gymnastic Apparatus.—All schools, except the smallest and lowest grade primary, ought to be provided with a part, or with all of the following cheap and simple appliances.

1. A set of "wands" or "rods," to be used by the girls in calisthenic exercises.
2. A set of light wooden dumb-bells for both boys and girls.
3. A set of "bean bags," which cost nothing but the work of some of the older girls in school.
4. A parallel bar for the boys' play ground.
5. A common swing, and a rotary swing for the girls' play-ground.

MANY FACTS IN A SMALL COMPASS.—The number of languages spoken is 2,094.

The number of men is equal to the number of women.

The average of human life is about thirty-three years.

One quarter of the human race die before the age of seven.

To every one thousand persons, one rarely reaches the age of one hundred years, and not more than one in five hundred will reach the age of eighty.

The married are longer lived than the single.

Tall men live longer than short ones.

Resident Editors' Department.

CHANGE OF TERMS.—The experience of two years demonstrates the fact that the price heretofore charged for the CALIFORNIA TEACHER is inadequate, even with our liberal advertising patronage, to meet what should justly be considered its expenses. The routine work of folding, directing, and mailing, with the cost of wrapping paper and postage, ought not to be required of the Resident Editors, whose time is called for in so many directions by matters of higher importance. The receipts of the journal should be such as to justify the employment of clerkly hands in addition to the actual cost of paper, type-setting, and binding. Our printers have been careful in the execution of the work, and have taken an interest in the enterprise of creditably sustaining the only educational periodical of the coast far beyond any reasonable demands of ours, and we cannot ask them to do their part for less than they have hitherto received. The only advantage to the treasury arising from the increase of circulation by the District Clerks' subscription has resulted from additional facilities for advertising, as the subscription price does not cover the cost of the paper required for the extra copies. It is impossible at present to state whether the volume has been financially a success so far as to meet expenses, since our bills for Eastern advertisements are not yet paid. The probabilities are that if greenbacks retain their present market value, the left-handed dividend among the Resident Editors which was made last year, will not be repeated for this. In any event, the teachers of the State may rest assured that the CALIFORNIA TEACHER begins its third volume with no debt to impede its progress towards perfection; and that it asks of them such support as they have to give, not for expenses incurred in previous years, but for this new year of grace, commencing with July, 1865.—After careful consideration of all the circumstances, it has been determined to advance the terms of subscription; and as one dollar and fifty cents in coin would be inconvenient for mailing, the price for volume third has been fixed at two dollars in greenbacks. If the receipts will justify an enlargement of the number of pages, no teacher will rejoice with more earnestness than the Resident Editors. It is believed that the slight change in terms will not cause the loss of a single subscriber; but if it should, we can well spare such help as he would be likely to render to the educational interests of the commonwealth. As the statute under which the District Clerks are supplied expressly limits the price to one dollar per year (in coin), *they* will be supplied as heretofore; and that there may be no seeming inequality, we would

announce that any teacher forming a club of twenty copies to one address, will also be furnished at one dollar per copy in coin. In all other cases the price will be two dollars in greenbacks, as above stated. And now we leave the matter with our readers and with the friends of education generally, remembering an old time test which may be applied to the sincerity of their desire to have the CALIFORNIA TEACHER live—"by their fruits ye shall know them."

IMPORTANT QUESTION.—We had purposed to have a talk with our friends about the TEACHER at the close of this volume, similar in tenor to that at the close of the last; but one of our contributing editors, living up country, who delights in calling himself "Philo," has sent in a paper which will be quite as useful as any words of ours. Hear him:

Do the teachers of California do their whole duty to the organ that advocates their cause?

The second volume of the TEACHER being near its close, I desire, through its pages, to have a little sociable conversation with my fellow-teachers with regard to the success of our journal since its first publication in 1863, until now, and also with reference to enlarging the sphere of its usefulness for the future. Doubtless most of the teachers who attended the State Convention in 1863, remember that it was resolved *unanimously* that the TEACHER should be published. Of course, the understanding was, and still is, that by that action they unanimously promised to *sustain* it. But, notwithstanding this, those having charge of the journal have reason to complain that subscriptions for the second volume came in so slowly that many of the subscribers had "fizzled out," and that where they had formerly received five hundred, the number at that time was only one hundred. Now this ought not to have been. To say the least of it, it appeared as though the "resolutions" of many were failing very fast. I wish the falling off in subscriptions to be especially borne in mind; because, in spite of this drawback, the journal has not only been kept alive, but well and ably edited, as the professional teachers of the State can testify. And, indeed, all persons who have given the subject a moment's thought, know that editing is not near such easy work as it is supposed by some to be. That it is sometimes expensive, is proved by the fact that the resident editors had to pay nearly eighty dollars between them for the "amusement of editing"—which, it should be remembered, was and is still done *gratis*. In all good-humor, and with the very best of feelings, I would ask those who think that the TEACHER is "not much;" that there is not sufficient *selected* matter nor *spicy* articles enough; to turn these facts over in their minds, and remember that to build Utopian castles is *one* thing; but to come down to the stern realities of business life—to the facts and figures—is quite *another* thing. It will be recollected that any and all persons were invited, both to write articles and make selections for the TEACHER; and to encourage them to do so, it was stated that it would not be a *literary* journal in the strict sense of the word. So that there is ample opportunity for each and all to select and write articles spicy or otherwise. But should there be any who have not time (?) either to write or select articles, and who are unwilling to subscribe even the paltry sum of *two cents* a week, so that they may have a number of their own each month, and thus have the chance to form a correct opinion of the TEACHER—if there are any such, I say, why don't they take pity on us poor fellows who do take pleasure in having a journal? Why do men of such talent still remain pining, neglected in obscurity? Let them come forward, and by the dazzling blaze of their transcendent genius, utterly eclipse, extinguish, and snuff out the literary lights of the present day!

But doubtless there are many who would like to see the TEACHER enlarged, and its circulation increased, who are willing to *do* something to effect that desirable object. To raise the price of our journal to five dollars per year would increase its size; but it might not enlarge the sphere of its influence beyond a certain limit; but if teachers,

instead of subscribing for one copy, will subscribe for three, five, or ten, according to the largeness of their hearts and the length of their purses, the above-mentioned object could be speedily accomplished. And not only so, the teachers would then be able to make the influence of the TEACHER more sensibly felt and more widely diffused. Subscribing for several numbers, each teacher could loan them around to whoever liked to read them. People might thus be induced to take an interest in the subject, and in many instances no doubt would exert their own influence in the same direction. It appears that exclusive of the copies supplied to School Trustees, the number of subscribers is about six hundred. Supposing that these subscribers are all teachers, which is not the case, the number is not two-thirds of the teachers in the State. In 1863, the State Superintendent said he "had no doubt that 2,500 subscribers would soon be obtained." This he said in the belief, no doubt, that *all* teachers would do their duty in the matter. If the 1,000 teachers in the State would come forward and subscribe an amount equal to two and one-half copies each, the thing would be at once accomplished.

I am very slightly acquainted with the resident editors personally; but judging by their works, I confidently assert that the teachers of California can have all the "selected matter" they want, and all the "spicy articles" they need, if they will only come forward with the necessary means.

STATE OF NEVADA.—We have received from the Hon. A. F. White, the Report of the Superintendent of Public Instruction of the Territory (now State) of Nevada for the year ending October 31st, 1864. We collate the following statistics:

Whole number of children between four and twenty-one years of age.....	3,657
Whole number of children attending public schools.....	1,278
Average daily attendance.....	940
Average number of months school was maintained.....	7 15-37
Amount expended for school purposes.....	$71,739 79
Whole number of schools.....	37

Supt. White takes strong ground in favor of a uniform State series of text-books, and quotes at length from the Report of the State Superintendent of California in support of his recommendation. The Superintendent during the year visited all the counties, and lectured in many school districts. Concerning an "Educational Journal," he says:

I cannot too strongly recommend the policy of a position by which each school district will be liberally supplied with copies of some good educational journal. Each Trustee, teacher, and County Superintendent should be supplied with a copy, to be paid for out of the school fund belonging to each district. The cost would be so small in comparison with the advantages resulting from the distribution of educational knowledge, that a better expenditure of money could not well be made. It may not be proper to commence the publication of a journal in our new State at this time. But a satisfactory arrangement can, no doubt, be made with our neighbor State, California, by which the CALIFORNIA TEACHER, a periodical now being published there, could become the organ of educational matters for both States. By this means any information that might be necessary to communicate to the school officers of this State could be sent at a much less cost and trouble than by the usual modes of printing circulars and writing letters. Such a medium of communication would insure a greater uniformity of action throughout the State than would otherwise be obtained at a much greater cost. At the same time, the two States whose interests in every respect are so nearly the same, would be enabled to aid each other in the diffusion of educational knowledge—and thus, very often, frustrate any pernicious policy that might so readily creep into the system of

Public Schools, when the people and school officers were not enlightened on matters pertaining to the best methods of public instruction.

We are ready to do the handsome thing by our neighbors over the mountains, for we know the value of silver bricks. A revision of the State Law to meet the wants of a growing State is recommended. Nevada is fortunate in securing the services of so able and enthusiastic an educator as Mr. White.—Since writing the above we have received a copy of the School Law of Nevada, in which we see the Legislature have wisely adopted most of the suggestions of Supt. White. The CALIFORNIA TEACHER has been officially recommended as the State organ, and will be sent throughout the districts of Nevada the coming year, as it has been throughout California during the past. It is a sign of great promise for the future that this young State is taking hold of its educational work with such energy and wisdom.

SAN FRANCISCO CITY SUPERINTENDENT.—At the recent election held May 16th, John C. Pelton, formerly Principal of the Rincon School in this city, was elected to the Superintendency of Public Schools. His majority is not known as we go to press. We can only hope that the difficulties which have become a matter of local notoriety may be forgotten, now that the people have chosen to place Mr. Pelton in this most important office; and that his persevering energy which has been so successful in the past may hereafter be expended in advancing the highest interest of the public schools of San Francisco. By the way, that Rincon Principalship seems to be the highway to popular favor, judging from the results which have placed its holders in the most important educational offices of the coast. Brother Hoitt's turn will come next, we suppose.

PRONUNCIATION.—In our April number occurs a short extract from the *Pacific*, hinting at the importance that our public school teachers should pronounce the English language correctly. A friend in the interior calls our attention to that extract in a generally well-written article, from which we should be glad to publish portions but for his prohibitory clause saying it must be published entire or not at all. As we understood the *Pacific*, it did not find fault with "foreigners," as such, but with the employment of teachers, native or foreign, whose errors in accent or pronunciation, unfit them for the duty of instructing children, both by precept and example. We are sure our friend will "cordially indorse" the view we take of *that* point.

NEW YORK STATE NORMAL SCHOOL.—The fourth Quinquennial Register and Circular, for the twenty years ending July 14, 1864, sums up the number of female graduates, eight hundred and twenty-five; males, six hundred and thirteen; total, 1,438. The annual report of the Executive Committee recommends that the appropriation for the support of the Institution be increased from $12,000 per year, the amount since 1855, to $16,000. Eleven teachers constitute the Faculty, headed by Oliver Arey, Esq., who was elected in December last to the Principalship, made vacant by the resignation of Professor Cochran, to assume the Presidency of the Brooklyn Collegiate and Polytechnic Institute.

SACRAMENTO COUNTY.—The following letter from Sparrow Smith, Superintendent of Schools of Sacramento County, explains itself:

Editors Teacher:—We shall hold another session of our Institute in June, commencing on the nineteenth. I wish you would notice it in the next number of the TEACHER, and extend an invitation to teachers and superintendents to be present and join in the exercises. Thus far they have been very pleasant and profitable—so the teachers say. Professors Holmes and Knowlton will be present during the session. All the exercises will be conducted as school exercises. Our schools are in a more flourishing condition than ever before. We are all working together, and are meeting with good success. The course of study exceeds our expectation in its adaptability to the ungraded schools.

PRACTICAL TEACHING.—The heading fails to express the exact idea we want, but being written, it shall remain. Read the following leaf from the experience of a teacher, and then look more cheerfully on your own lot, O weary laborers in more pleasant school-rooms of our State!

Editors California Teacher:—I cannot refrain from pouring into your willing or unwilling ears some of my complaints and troubles, as others have done before. I am teaching in a building situated on an immense plain, unsheltered by tree or shrub from the scorching heat of summer or piercing wind and rain of winter. Size, sixteen by twenty-two, seven feet in hight. It is made of rough boards, battened a little, but not enough to prevent a free circulation of air through all parts. Of air in motion, we have a *quantum sufficit;* the wind blowing from some direction almost constantly, at times quite hard. When I began the school, the door to the school-house was in the north end of it. There was a lock to the door, it is true, but the "catch" was broken; so that when the wind blew from the north, from which direction came our most frequent and severe winds, a share of my duties consisted in "tending door." But that trouble has since been happily done away with. Clapboards were purchased some time since to put upon the "concern" (house). A day was fixed upon for all interested in the school to come and nail them on. It being a little unpleasant, but two or three presented themselves. Fearing they might do more than their share, they did nothing. The boards lie beside the house yet, and seem destined to remain there until some one hauls them away. We have a blackboard, but no maps, charts, etc. At first the only seat I had for a visitor, or to occupy myself, was a nail keg, open at both ends.

In this miserable affair I have, on an average, forty-five scholars each day. Crowded, you say! Crowded is no name for it; they are packed in. There is not room for another *one.* Several go from this into another district to school, and there are a dozen children yet remaining in the district not attending any school, because there is not room to accommodate them. The Trustees have had to exclude all under six years of age. In order to have recitation seats for my classes, I am *compelled* to keep my smaller pupils out of doors most of the time.

The school is very poorly supplied with books, slates, pencils, pens, and ink, so that there is a continual borrowing from each other. I have tried in vain to have these latter deficiencies supplied. I am almost in despair. What is one to do under such circumstances? What *can* he do? I say, get out of it as soon as possible, which I shall do; for scholars cannot learn, thus situated, and I do not wish to teach unless I can accomplish something.

I was agreeably surprised one day on receiving a notice to copy of a meeting to be held to see if the people of this district would raise a tax to build a new school-house. Ah! how was my heart gladdened! Already did I see a fine, large, new school-house erected—not on the adobe, where the present one stands, but on a dry, sandy knoll near by, nicely painted inside and out, and furnished with all the modern improvements. For three weeks have I been indulging in such fancies, but to-day the fond illusion has vanished. The new school-house has "gone in," I fear, irretrievably—

knocked in the head by three or four old "bachs" from Pike, who said, if the tax was levied, "they would not pay it, nor could they be compelled to do it." The people, being afraid of such mighty men, dared not go ahead. Consequence was, the tax was voted down. If my lot was hard before, there was a ray of light ahead to cheer me on; but now all is dark—ay, Egyptian darkness. It is proposed now to divide the district, making two of it. In neither of the new districts will the people be able to build a new school-house or support a good school; while as it now is, they can do both.

Now, Mr. Editor, permit me to ask a question: If a tax be properly levied in a school district, for school purposes, can it not be collected as surely as any other? H.

The editorial corps respond with a unanimous "Yes!"

LITTELL'S LIVING AGE (No. 1,090), contains, among other interesting papers, an article from the *London Review* entitled "Napoleon upon Cæsar;" another from the *North British Review*, giving a long account of the celebrated "John Leech;" another from the *London Spectator*, on "Mr. Lincoln," and a statement concerning "Evangelizing the Southern Army," which seems to be from a southern chaplain. We always find something in *Littell* that we should be sorry not to have seen in print. Boston: Littell, Son & Co. Weekly: Eight dollars per year.

NATIONAL TEACHERS' ASSOCIATION.—We have received the "Journal of Proceedings and Lectures at the Sixth Annual Session, held at Ogdensburgh, N. Y.," last August. Pres. Wells has a lecture upon the "Methods of Teaching English Grammar;" Mr. Bates discourses on "Liberal Education;" Mr. Bulkley on "Town, County, and State Associations for Educational Purposes," and Dr. Wilbur gives his views on the "Object System of Instruction as pursued in the Schools of Oswego," in which he takes strong ground in opposition to what has been received with so much enthusiasm by most of the leading educators of the country. Copies of this pamphlet can be obtained for fifty cents by addressing D. N. Camp, New Britain, Conn.

BAD BLUNDERS.—In the last number of the TEACHER the compositors or proof-readers at the printing office made a bad job of the leading article and of the leader in the Editor's Table. In these instances they unceremoniously cut off from a verb the letter "s," taking a fancy to make a verb in plural form agree with a noun in the singular. The "schoolmasters" in this office are not responsible for such grammatical tinkering.

STATE NORMAL SCHOOL.—Following is the summary of the report of the State Normal School for the month of April, 1865:

Whole number in attendance	70
Number of Females	61
Number of Males	9
Average daily attendance	64

The pupils who rank the highest on the class-book records are as follows:

Senior Class—Miss Mary Youngberg, Mr. G. S. Pershin, Misses Mary L. Perkins, F. A. E. Nichols, and C. E. Campbell.

Junior Class—Messrs. J. F. Kennedy, J. A. Loutitt, L. J. Megerle, Misses S. E. Frissell, and A. M. Hezlep.

Sub-Junior Class—Misses A. Campbell, A. E. Phillips, C. F. Stephenson, H. M. Burrel, and Margaret Bevans.

LIFE OF HORACE MANN.—We quote the following valuable item of information from the *Boston Journal:*

Beyond question no single man has done so much for the cause of education in this country as Horace Mann. His record grows brighter with time, as the wisdom of his educational theories becomes more apparent. He is a man whom Massachusetts delights to honor, as the bronze statute to be erected to his memory attests. But a more enduring monument will be the "Life of Mr. Mann," by his wife, which is now in press. It will form a handsome post octavo volume of about five hundred pages, and will be brought out this spring by Walker, Fuller & Co. (successors to Walker, Wise & Co.), Boston, in their best style. It cannot fail to have an immense sale.

This book will of course be purchased as soon as issued for every County Teachers' Library in the State. Every teacher in California is a debtor to Horace Mann, and every one ought to read the history of an educator whose whole life was enthusiastically devoted to the improvement of common schools.

THAT PRACTICAL SUGGESTION.—Our Placer County friend in the February number will rejoice over the following echo to his suggestion. It comes from over the mountains, with a short introduction that may serve for our readers better than words of ours:

Editors Teacher:—Didn't I hear you say something about having a "Drawer," wherein those so disposed might drop any good thing they happened to come across? If, so, perhaps the inclosed might find a place."

Of course, it finds a place, and there's always room for you, sooner or later, old friend. The TEACHER has missed you—thought you'd turn up somewhere.

We have our "characters" out here on the Humboldt, and Beckwith, an old Oregonian, is one of them. We are near the great Overland Route, and each year as the travel begins to come in, delegations go out to meet the emigrants; close trades and big stories are the usual result.

One night Beckwith, sitting astride a wagon-tongue, was entertaining a group of anxious listeners with the many items of interest in this new country. When I came up, he was expatiating on a wonderful curiosity in the way of a hot-spring they would meet on the road: "It is not as hot now as it used to be; the world was cooling very fast, according to some authorities; but ten years ago his company camped one night at this spring; it was a freezing cold night, and they had no water; the hot-spring, of course, afforded no relief, but they did the best they could, and on retiring, dipped up a bucket of the water and set it under the wagon to cool; but," said he, "it twant no use; that water was so hot, that although it had been freezing all night, you *could'nt hold your hand in it next morning.*"

The exclamations of surprise which greeted him on every side seemed only to stimulate him to new efforts.

"And," says he, "there is another strange feature about that spring. There is a kind of ducks which are always found in those waters; these springs are not mere little holes in the ground, but there's always a lot of them boiling up together, and they make quite a little lake. These ducks have feathers all the way down to their toes, and are the greatest divers you ever saw. I have seen them stay under water an hour at a time. They never set on their eggs, but just lay them on the rocks in the lake, and the heat of the water hatches them out."

One fellow who had been watching Beckwith pretty close for some time, here ventured a remark:

"May be they warnt *ducks*, but some other kind of an animal?"

"No, they're *regular ducks*, no difference between them and any others, except the feathers on their legs."

"How do you know there aint?"

"Why, we killed one and *boiled* it, and I never eat better duck meat in my life?"

"*Stranger*," said the Missourian, with emphasis, "I should'nt a thought you could a *biled* one of them fellers in less 'an *three weeks!*"

We have our Partingtonian friend also. Speaking one day of the lack of public spirit in some of our prominent citizens, he instanced his own conduct in times past, when he was more prosperous than now. I always encouraged such things, said he, and if I were back in the States now I could point you to two public institutions in our town I have the credit of *foundering*.

Star Mountain, a peak 11,000 feet high, and a perfect geological puzzle to scientific men, presents no difficulties to him. A visitor was here taking notes of the country. He pounced upon him immediately.

"Stranger," says he, "do you see that ar mountain?"

"I do."

"Well! that ar mountain is probably the curiousest thing you ever come across. Its just one conglomerated mass of *igneous fatuus* rock. The geology fellers may say what they please, but that's just what it is, and I don't think you'll find another such in the Territory.

He found a ledge one day, and came home in great glee. It cropped fifteen inches wide, and *extenuated* as he went down, having reached a width of thirty inches within twelve feet.

He was asked whether a note calling for gold coin could be enforced. No, said he, the *Pacific* Contract Act only covers what's been done sence. It's not *post factory* in its application.

Wishing some one to continue his story, who had hesitated, discovering that a personal application of it might be made: "Oh, no!" said he, smiling graciously, "go on, we wont take any *conceptions* to what you say. It's the story we're after."

He is down on Buchanan. "Why," said he, "if he had had a bit of *sabe* about him he could have sent a few men south when this thing first busted, and took all them forts and *arsenics* without any trouble."

NEW YORK.—The Eleventh Annual Report of the Superintendent of Public Instruction is an ably written and neatly printed document of more than one hundred pages. The number of school districts is 11,717; the number of children between five and twenty-one years of age is 1,307,822; the number of male teachers employed, 5,707; female teachers, 21,181; number of children attending school, 881,184; number of school-houses, 11,712, and the number of volumes in district libraries is 1,125,438. The amount of public money apportioned is $1,360 117, and the total amount of money expended for school purposes is $4,549,870.66. We extract Mr. Rice's graceful paragraphs respecting female teachers:

The undersigned points with undisguised pleasure to the fact that nearly eight-tenths of the teachers employed in the schools of the State are females. The noble corps of male teachers whose faithful and judicious labors he has often found occasion to unqualifiedly commend, will not, he is sure, accuse him of any desire or intention to detract from their claims and merits, when he states that it is impossible to over-estimate the value of the influence thus brought to bear upon daily-developing mind and character in our schools. To teach and train the young seems to be one of the chief missions of woman. Herself high-minded, the minds of those with whom she comes in contact unconsciously aspire. Gentle herself, she renders them gentle. Pure herself, she makes them pure. The fire which truly refines the ore of character can be kindled only by her hand.

Woman is more deeply read than man in the mysteries of human nature, at least in that of children. It might, perhaps, be nearer the truth to say that her superior knowledge in this respect is intuitive. Better her discipline of love, than his reformatory theories, and austere rules, and stringent systems. Her touch conquers the rebelliousness which his but increases. Her persuasive reproofs far exceed his stern menaces and cold logic.

Well may we be solicitous in regard to that pupil's course and destiny who does not pass from the scene of woman's ministrations, with his moral sense so delicately attuned as to render the discords of a vicious life impossible; with his tastes vitalized, and his perceptions quickened; with his sensibilities and sympathies all ready for action; with his conscience trained to unremitting vigilance, and the best impulses of his heart in full play. I am sure that the future will be grateful for these labors of Woman in our schools.

Amador County Items.—We regret to learn that Mr. Townsend, the County Superintendent, was burned out at Volcano on the second of May, barely escaping with his life. His library, correspondence, records of his office, and papers of every description, were lost.—The Supervisors of Amador County have fixed the rate of county school tax at the highest figure (thirty cents per hundred dollars), at the suggestion of Mr. Townsend.—On the first of May Mr. Townsend held a school exhibition for the benefit of the Amador County Teachers' Library, which netted over fifty dollars.

The Chicago Telescope.—Our readers will be interested in the following statement from that excellent journal the *Massachusetts Teacher*, which we regard as good authority in anything:

This great instrument, manufactured by Mr. Alvin Clark, of Cambridge, will be shipped in a few days, and set up in the Dearborn Tower at the University of Chicago. This tower was built by the munificence of Mr. J. Y. Scammon, at an expense of $25,000, and is named by him the Dearborn Tower, in memory of his wife, who died while abroad some years since.

The Clark Telescope is a refractor, with an objective eighteen and three-quarter inches in the clear aperture, and a focal length of twenty-three feet. "Compared with the Harvard instrument, the largest of the kind in existence," wrote the late Capt. Gillis, Superintendent of the National Observatory at Washington, "it is as thirty-four to twenty-one, being thus more than one-half larger than any now in use. The eyes of the whole scientific world are turned to Chicago, awaiting the results. When the instrument is properly mounted and manned, no one can predict its future." When first completed the object-glass was inserted in a rude board tube, and drawn down by means of a tackle for trial. In thus sweeping but a small belt of the heavens, it caused at once a discovery for which it received the most favorable notice of foreign scientific associations, and also took the largest astronomical reward at Paris—the Leland prize of five hundred francs. It is a matter of just pride and congratulation that this instrument was manufactured by one of our countrymen.

By the gift of $5,000 from Walter S. Gurnee, of New York City, Prof. Mixter has been enabled to order from Berlin the largest medium circle ever manufactured, similar in kind to the Olcott Circle of the Dudley Observatory at Albany.

Chicago University, during the last two years, has received $175,000. Of this sum, $100,000 has been expended in buildings, and $25,000 in astronomical instruments, and the remaining $50,000 devoted to endowments.

American Educational Monthly.—The April number contains a historical sketch of the Albany Academy, furnishing a worthy testimonial of the efficiency

of that well-known institution. An article headed "Science and the Spirits," condensed from the *London Reader*, affords no special cause for satisfaction to those who acknowledge Judge Edmonds as inspired. The *Monthly* takes advantge of the fever which has raged on the Atlantic side, by giving some facts about "Petroleum." We always did like the *Monthly*, and each number strengthens our attachment therefor.

PLACER COUNTY INSTITUTE.—The sixth session will be held in Auburn, commencing June 27th. Superintendent Goodrich has made such arrangements as to insure a profitable time to all who may attend. Hon. John Swett, Prof. Knowlton, and Prof. A. Holmes, are expected from San Francisco; Rev. J. E. Benton, County Superintendent Smith, and City Superintendent Hill, are expected from Sacramento; and last, but not least, Superintendent Goodrich himself expects to be there, and see that the rest do their duty! We shall look for a good list of subscribers to the TEACHER, as one of the results of that gathering.

PERSONAL.—We are glad to learn that Miss Burlingame, the Principal of the Intermediate school in Placerville, is among a people who appreciate her labors. At the close of the past term she was presented, by a few of those who best knew the work she has done, with an elegant gold watch. Miss Burlingame is a thoroughly accomplished teacher, and one of the very few who took first-grade certificates at the State Examination, in the spring of 1863.

GENERAL ALUMNI MEETING FOR 1865.—The Committee of Arrangements announce that this gathering will occur at Oakland, on Tuesday, June 6th, at 3 P.M. The order of exercises consists of an Oration, by Rev. Horatio Stebbins; a Poem, by Edward R. Sill, Esq.; and the collation and speaking in the evening. Accompanying our invitation, was a formidable "List of Graduates," consisting of three hundred and seventy-three names. Prof. Kellogg deserves a rousing vote of thanks for his labor in making up this list. He *deserves* something more solid, for that matter, and we hope he will get it some time.

"OUR YOUNG FOLKS."—From advertisements in eastern papers, we learn that Messrs. Ticknor & Fields, at Boston, have set themselves fairly at work to please the children and youth of a nation, by the publication of a Monthly for them, at two dollars per year. The publishers have so many subscribers on the Atlantic side, that they don't care to become very widely known on this Pacific Coast—at least we judge so from the fact that the CALIFORNIA TEACHER has received no copy for the "young folks" who do its editing. The first two dollars that we make from the profits of the TEACHER we purpose to send Messrs. Ticknor & Fields for a year's subscription, and then if we feel very virtuous we shall be able to recompense them for their neglect to exchange by giving them a first-rate notice—if it is worthy thereof—for the information of our 1,600 readers.

MERCED COUNTY.—Mr. T. O. Ellis, Sen., of Snelling, has been appointed County Superintendent, to fill the vacancy occasioned by the resignation of R. B. Huey, Esq.

WASHINGTON TERRITORY.—It is so rarely that words come to us from up the coast, that we may be pardoned for publishing the following extracts from a private letter received by one of the Resident Editors:

Allow me to say to you, as one of the editors of the CALIFORNIA TEACHER, that that monthly is regarded as a valuable auxiliary to our other educational appliances in this Territory. I wish it might be placed in the hands of every teacher, not only of this Territory, but also of Oregon. It would largely contribute to the unity of action in matters of education, so much to be desired throughout this coast. Oregon and this Territory are bound to follow the lead of your enterprising State.

Our Territorial University, located at Seattle, has been erected at an outlay of some $35,000. The University grounds of ten acres, neatly inclosed by a substantial picket fence, painted, also contain a boarding house, and the President's house—the total expense incurred amounting to upwards of $40,000, which has been met by funds arising from the sale of two townships of land, donated by the General Government for University purposes. The buildings were completed something over two years ago. Prof. Barnard was elected to the Presidency soon after, and immediately entered upon the duties of the position. He found some forty pupils ready to avail themselves of the advantages it was supposed to offer. But *such* a group! O ye classic shades of Harvard! One-fourth to be put through the daily drill of A, B, C; and the remaining three-fourths but just in advance of those already mentioned—on whose beclouded vision the light of decimals, the abstrusities of algebraic formulas, or the demonstrations of Euclid had never dawned. Such were the elements with which they had to deal in building up a university amid the towering firs which skirt the borders of Puget Sound. To work they went with the trowel of patience and pluck. They commenced at the foundation, laying these human bricks in the mortar and cement of mental arithmetic, the speller, and reading book. Tier by tier, the work has risen—inserting at regular intervals practical arithmetic, geography, grammar, book-keeping, algebra, geometry, till, at length, the first story is crowned by Latin. The school is now classified into Primary and Grammar departments. Another year, or rather two years, and some, now members of the school, will be prepared to enter upon a collegiate course.

STRAW.—A friend hands us a specimen of how the divines talk to each other sometimes:

Sharp-Shooting among the D.D.'s.—At a great breakfast party lately given by members of the Union Club in New York to a distinguished gentleman, a passage at arms between Rev. Dr. Cox and Rev. Dr. Bellows created some amusement. In the course of a speech made by Dr. Cox, he stated in substance, that, as a clergyman, he felt bound to abstain from secular contests, and he had, therefore, not felt at liberty to vote at elections, or give his voice at any meetings called for the promotion and encouragement of the war. He then went on to speak with some severity of the management of the Sanitary Commission. Dr. Bellows, in reply, is said to have brought down the house by the suggestion, that, "Cocks that will neither vote nor fight had better abstain from crowing!"

COLLEGE OF CALIFORNIA.—The Summer Examination of the Freshman and Sophomore classes will be held on the second, third, and fifth of June. Commencement exercises will be held at the new hall adjoining the college, on Wednesday, June 7th, at 11 A.M. Prof. Durant will deliver the Oration, and W. C. Crowell, Esq., the Poem.

VOLUME THIRD.—Subscriptions have already been received for the District Clerks of the following counties: Amador, Napa, Santa Cruz, Sierra, and Sonoma.

JOINT INSTITUTE.—The teachers of Santa Cruz and Monterey counties are to unite and hold an institute at Watsonville, July 11, to continue four days. The address from Santa Cruz County will be delivered by Wm. D. Walker, a Dartmouth boy, who is well sustaining the honor of his Alma Mater, by efficient work in the school-room.

OAKLAND COLLEGE SCHOOL.—The public examination of this school commenced May 30th, and will continue each school day until June 5th. Thursday and Friday evenings, June 8th and 9th, exhibitions, consisting of declamations, dialogues, orations, music, etc., will take place in the new college hall. Upon the closing evening the report of the Examining Committee will be read; the prizes awarded; and a brief address will be made by Edward Tompkins, Esq. The next term will commence August 1st.

NEW BOOKS.—The following new books have been received:

DIARY OF MRS. KITTY TREVYLYAN: A story of the times of Whitefield and the Wesleys. By the author of the Schonberg-Cotta Family, Etc. New York: M. W. Dodd. San Francisco: H. H. Bancroft & Co. pp. 436.

In commending such works as those produced by the unknown writer, of the "Cotta Family," for the depth of religious emotion therein revealed, and the direct effort to benefit human hearts, through the medium of certain simple-minded characters, around whom the same personal charm is thrown that developes respect and love in real neighborhoods, it is only just towards those readers who do not so understand the Bible as this author does, to say that in "Kitty Trevylyan" Whitefield and the Wesleys are commended; that their doctrines are set forth with fervor; that the effects of their preaching are described as by one who heard and loved the preachers; and that they who accept the teachings of those famous men will be much more likely to approve this book than they who care for none of these things—like a certain ruler named Gallio, concerning whom we once read in an ancient book, much admired by the famous men this author's stories immortalize.—If anybody can write a longer sentence than this last, without trying, let him not contribute to the CALIFORNIA TEACHER. His contributions will certainly be rejected if sent. The book is full of interest, notwithstanding.

CAPE COD. By Henry D. Thoreau. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 252.

One might point to the presence of this volume in San Francisco as an illustration of faith on the part of book publishers, for *a priori* it should seem certain that nobody here would care for that particular sand-bar on the other side of the continent which is known on the map as Cape Cod; still the volume is here, and we have read it. The pages bear frequent pencil marks, too, as the result of our reading. Thoreau is a philosopher, and he sees the smallest things. Then he has a wonderful way of telling what he saw, and what he thought about it. The whole book has the sound of the sea; and the author's advice to the reader, respecting a certain portion of it, is just what we say respecting the whole—"It would be well if he were to read it with a large conch-shell at his ear."

SOCIAL STATICS; or, The Conditions essential to Human Happiness specified, and the first of them developed. By Herbert Spencer. With a notice of the author, and a steel portrait. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 523.

The introductory notice of Mr. Herbert Spencer, and his portrait, serve to gratify the thousands of readers that have hitherto known only the name of the clear thinking man whose works are becoming so wide-spread in their influence. It appears that he was born at Derby, England; that his father (still living) and his grandfather were teachers; and that his health being poor, the father trained him on principles other than those commonly adopted by practical schoolmasters. The "Social Statics" was the earliest work of Mr. Spencer. His preface to this edition, dated at London in November last, sets forth the fact that the fourteen years passed since the first edition was published have somewhat modified his opinions, though his leading principles remain unchanged. We think this volume will be understood by a greater number of readers than any previous American publication of Mr. Spencer's later works. He evidently is writing for the popular mind, and wishes to be comprehended by it; and yet his book, dealing with the fundamental law of society and its applications, is unsatisfactory enough. Our human hearts cry out for that which will help us, situated just as we are. What is it to us that there is a true and a right way which, traveled in circumstances of totally different nature, would lead to happiness present and eternal, but which, in our circumstances, cannot be traveled at all? "The office of Ethics is simply to expound the principles of moral health; it has nothing to do with morbid actions and deranged functions—it deals only with the laws of a normal humanity, and has nothing to do with the state of things resulting from their violation:" therefore, the conclusions logically deduced from his basal principle, that "every man has freedom to do all that he wills, provided that he infringes not the equal freedom of any other man," may, some of them, seem strange; others impracticable; and one or two wholly at variance with preconceived ideas of duty. We have no space to give an analysis of the line of argument. As practical results especially concerning the purposes of this journal, we refer our readers to Chapter 17, on the Rights of Children, and Chapter 26, on National Education. The latter chapter is a very remarkable one—opposing, with Mr. Spencer's usual ability, the idea of the State's providing for the education of its children by law. It would be well for our teachers to read that chapter, if they wish to see the objections to free public schools in their clearest form. Some of the principles which American educational men have come to consider almost axioms are therein treated very deliberately as totally without foundation.

VANITY FAIR: A novel without a hero. By William Makepeace Thackeray. With illustrations by the author. In three volumes. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 350, 354, 346.

We predict for the publishers a clear conscience in the matter of this edition, for their part is performed to perfection. The character of the work is already established among literary men. Some of its personages have gone into the world of fiction as representative names. Every body has heard of Becky Sharp,

and Captain Dobbin, and Amelia. The style of Thackeray is always clear, and in no work of his, that we have read, do its peculiarities appear to better advantage. We are doing our readers a kindness in commending this edition for their libraries.

CHRISTIAN'S MISTAKE. By the author of "John Halifax, Gentleman," etc. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 260.

Mindful that first impressions are often lasting, the publishers have judiciously clothed Miss Muloch's new story with tasteful binding, reminding us of their new edition of "Vanity Fair." The story is one showing a spirit so different from Gail Hamilton's "New Atmosphere," that we need only inform the admirers of that "spicy" volume that they will not like this; while we congratulate the host of people who do not believe in that, that they have a treat before them in the pages of this. It is not a "religious novel," as might be supposed from the name of the heroine, but it is a story that will be an excellent thing for religious people to read, or for any other classes of society.

A CRITICAL EXAMINATION OF OUR FINANCIAL POLICY DURING THE SOUTHERN REBELLION By Simon Newcomb. New York: D. Appleton & Co. San Francisco: A. Roman & Co. pp. 222.

This book consists of eight chapters. The author writes like one possessing intimate acquaintance with financial principles; and the perusal of his work will open new fields of thought to many readers whose attention has not hitherto been specially directed to the laws of trade and finance. Mr. Newcomb evidently disbelieves in the necessity or propriety of legal tender notes, and wholly condemns the National Banking System inaugurated by Mr. Secretary Chase. While we have no space, even if we had the ability to overthrow the objections of Mr. Newcomb to the financial policy of the Government, we wish it to be distinctly understood that two dollars in greenbacks will be regarded in this office as a legal tender for the CALIFORNIA TEACHER until further notice.

POEMS. By R. W. Emerson. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 254.

In "blue and gold" these utterances of Mr. Emerson present a more attractive appearance than hitherto. We regret the absence of many late poems published since the *Atlantic* commenced its monthly flowings forth from Boston. We cannot expect our readers to have the time to spare which would be necessary to *understand* all these poems, but there are passages scattered here and there which literally haunt one who has read them. "The Problem" contains perhaps the most of such passages of any one poem herein. Many times have been applied to the true teachers of our land those simple lines (p. 18):

"The hand that rounded Peter's dome,
And groined the aisles of Christian Rome,
Wrought in a sad sincerity;
Himself from God he could not free;
He builded better than he knew—
The conscious stone to beauty grew."

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